Welcome!

Welcome to the Air Force Youth Programs Camping and Adventure Guides. This resource has been specifically designed for use by Youth Programs directors, direct programming providers and staff for the development of day, specialty, residential, and adventure camping programs. Materials cover aspects of program planning, preparation, and implementation of camping programs targeted to youth ages 5 to 18. The Air Force Youth Camping and Adventure Guide is intended to be utilized in conjunction with the Camp and Adventure Reference Guide which offers additional in-depth information on a variety of topics related to planning and implementing summer camp programs. Extensive examples and worksheets are included along with a CD of samples and additional resources. No matter your role in Air Force Youth Programs, it is hoped that this manual will be an invaluable resource for planning and implementing youth programs.

Manual Organization

The manual is broken into 6 individual units separated by tabs. The first unit introduces positive youth development as the cornerstone of effective camping programs. Unit 1 details how to incorporate positive youth development methodologies, the experiential learning process, and life skill development into effective and successful camps for youth of all ages. Units 2 through 5 provide a comprehensive guide to planning and implementing day, specialty, residential, and adventure camps including logistical and programmatic components, timelines, and checklists. Additionally, Unit 5 provides essential information for implementing adventure camps such as cooking outdoors, camp and personal sanitation, and backcountry travel. Finally Unit 6 is a resource designed specifically for adult staff members and volunteers and contains information on youth development and working with youth in the camping environment. The appendices found behind the final tab offer specific activities, games, skits and exercises that complement any of the types of camping programs you may offer.

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4-H/Air Force Partnership

The Air Force Youth Programs Summer Camp Guide has been developed on the foundation of 4-H Youth Development. Air Force Airman and Family Services, Army Child, Youth and School Services, and Navy Child and Youth Programs have partnered with 4-H National Headquarters, a component of the United States Department of Agriculture National Institute of Food and Agriculture, to provide quality positive youth development programs for children and youth who have a parent serving in the military. This partnership leverages the strengths of the land-grant university system's research based programming, camping experiences, and expertise in training to assist military personnel and volunteers in the delivery of quality programs that meet the needs of the youth of military families.

Additional Resources

To learn more about the 4-H Military Partnership, visit www.4-Hmilitarypartnerships.org.

What is 4-H?

4-H is the largest youth program in the world.

4-H has over six million members and 500,000 volunteers that are involved in a wide variety of programs each year. In addition to clubs in all 50 states and U.S. territories, 4-H has a global reach and offers youth programs on U.S. military installations worldwide and in over 80 countries through the Global 4-H Network.

The mission of 4-H *is to empower youth to reach their full potential, working and learning in partnership with caring adults* (National 4-H Council).

History of 4-H

4-H began over a century ago through a collection of boys' and girls' agricultural clubs scattered across several states. Through club participation, youth in rural areas were encouraged to experiment with new agricultural techniques from land-grant colleges and universities and integrate new advances into traditional agricultural practices.

University researchers noted the club members' enthusiasm for learning and the ability of youth to successfully introduce new agricultural advances to adults. 4-H continued to grow and expand in the early 20th century. With the creation of the Cooperative Extension Service (as a division of the United States Department of Agriculture) in 1914, 4-H's boys and girls clubs were formally included as a component of Cooperative Extension and land-grant colleges and universities (National 4-H Council, 2009).

4-H in the 21st Century

Although the organization originated with an agricultural focus, today 4-H has evolved to meet the needs of 21st century youth. Key to 4-H's philosophy is Positive Youth Development (PYD), which focuses on nurturing youths' developmental assets rather than preventing risky behavior.

Using PYD, 4-H strives to:

- Create opportunities which promote positive youth development
- Teach knowledge and life skills which enhance quality of life
- Engage people in the work of the land-grant university (National 4-H Headquarters)

Mission Mandates

Backed by the expertise of the land-grant university system, 4-H offers fun, hands-on-learning activities for youth focused on three mission mandates (National 4-H Council):

- **Science, Engineering, and Technology** –exploration of science, engineering and technology fields through hands-on learning opportunities
- **Citizenship** – being engaged and well-informed members of communities
- **Healthy Living** – physical, mental, and emotional health of young people

4-H at a Glance

Founded:
1902

Members:
6 million

Staff:
3,500

Volunteers:
540,000

Alumni:
60 million

Motto:
"To make the best better"

Slogan:
"Learn by doing."

Colors:
Green and White

Emblem:

(National 4-H Council)

Essential Elements of 4-H

The four Hs stand for Head, Heart, Hands, and Health. Each "H" represents an essential element of 4-H that is central to every program (National 4-H Headquarters).

HEAD – Independence

Independence and leadership opportunities allow youth to gain confidence, skills, and self-discipline through responsibility and decision making. By participating in programs that emphasize accountability and action, youth feel and believe they are capable and successful.

HEART – Belonging

Youth need to know that they are cared about by others. Caring relationships with peers and adults are a cornerstone of the 4-H program. 4-H recognizes the need for youth to have positive and supportive adult role models that listen, engage in, and foster development of a child's life.

HANDS – Generosity

Service to community is an important component of 4-H programs. In 4-H, youth are able to practice helping others through a variety of projects that promote concern for others and encourage action. By becoming actively involved, youth develop strong ties to their communities and are more civic-minded.

HEALTH – Mastery

Constructive learning experiences give youth the opportunity to explore their interests and develop new skills in a variety of program areas. 4-H utilizes the Experiential Learning Process which promotes self-esteem and confidence through the mastery of new skills and tacking of challenges.

4-H Delivery Methods

Youth participate in 4-H in a variety of settings and programs.

- **4-H Club meetings and programming** – 4-H clubs operate in schools, neighborhoods, and at the community level year round and offer a variety of programs and activities. Activities are led by adult volunteers or 4-H staff members. Additionally youth often elect their peers as leaders to assist in program planning and implementation.

- **School Enrichment Programs** – 4-H clubs meet in many schools and offer programming that both complements and supplements school curriculum, education standards, and classroom learning with hands-on activities and 4-H curriculum.

- **After School Programs** –4-H programs are held at the conclusion of the school day at local community and civic centers, and offer an organized afterschool programs for youth.

- **Specialty Programs** – There are a wide variety of 4-H programs that offer specific opportunities based on the interest of youth such as agriculture, technology, and leadership development.

- **District, State, and National Programs** – In addition to 4-H programs at the community level, there are also many programs offered at the regional, state, and national level such as competitions and conferences.

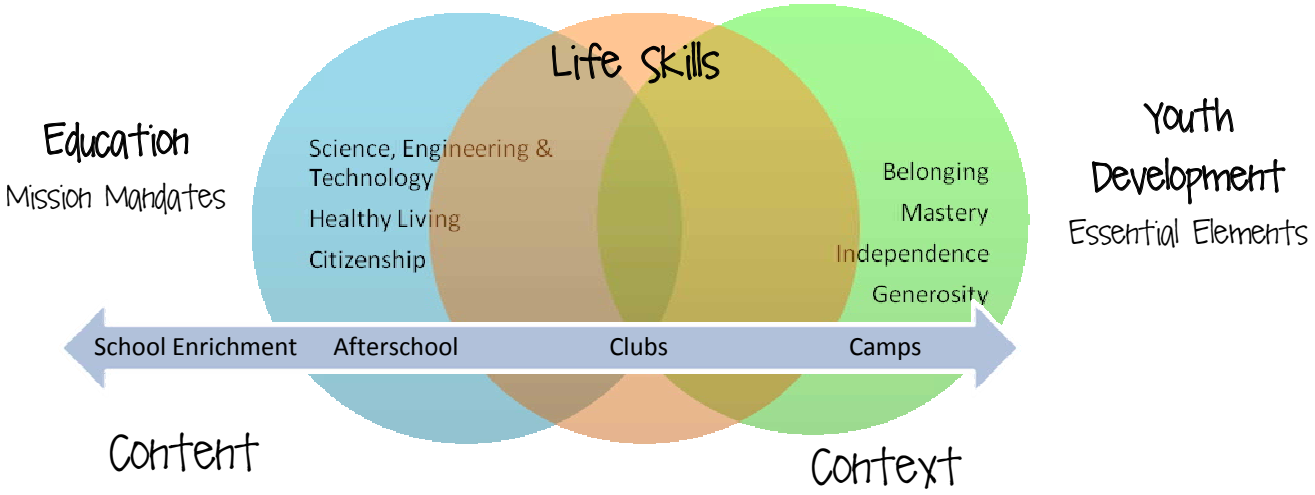
- **Camp Programs** – 4-H Camping programs offer traditional and non-traditional camps for youth that are led by professional staff and volunteers (typically during the summer months).

The 4-H Pledge

"I pledge:
My **HEAD** to
clearer thinking,
My **HEART** to
greater loyalty,
My **HANDS** to
larger service,
And my **HEALTH** to
better living,
For my club, my
community,
my country, and my world.

Content and Context of 4-H Delivery Methods

4-H delivery methods provide a variety of approaches for education, youth development, and life skill development opportunities. Each method targets specific 4-H development areas. Delivery methods such as school enrichment (which supplement K-12 educational curriculum) are high in content and low in context, 4-H clubs are high in content and context, while camping programs are low in content and high in context.



Adapted from Cathann A. Kress, National 4-H Headquarters, CSREES, USDA

Figure A: Content and Context of 4-H Delivery Methods

This is important to understand when planning and implementing camping programs. Camp should focus first on youth development and the Essential Elements of belonging, mastery, independence, and generosity and second on the content that is framed by the program. Although camps differ by the content they provide (sports, science, adventure, etc.), each camp utlizes a framework of positive youth development that promotes the Essential Elements in all activities and experiences.

Additional Resources

To learn more about 4-H, visit the National 4-H Council website at www.4-H.org and the 4-H National Headquarters website at www.national4-Hheadquarters.gov.

What is camp?

Traditionally the term "camp" invokes images of children pitching tents, canoeing, gathering around campfires and living in rustic woodland cabins during the summer months. Camp today however, encompasses a variety of experiences and settings that transcend "traditional" camp programs. The American Camp Association (ACA) simply defines organized camp as "a sustained experience that provides a creative, recreational, and educational opportunity in group living out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth" (American Camp Association, 1998).

Although the ACA definition stresses "out-of-doors," camps are not strictly conducted outdoors, nor do they necessarily contain an overnight or residential experience. Some camps do house campers in tents or cabins, but it is more common for camps to maintain facilities that are used to host day or residential camps and offer dormitories, dining facilities, gymnasiums, classrooms, laboratories, and meeting spaces in addition to outdoor recreation and learning areas.

There is more to camp than the location or theme of the program. The heart of the camping experience is *what happens to campers during and after the program*. Often this includes any physical, emotional, cognitive, behavioral, or social changes that may have occurred; life skills that have been acquired and practiced; and relationships that have been forged with peers and adults (Garst & Johnson, 2005).

Benefits of Camp

Camp has many benefits for youth of all ages and developmental stages. The American Camp Association states that the benefits of camp include social skill development (leadership, communication, participation), self-respect and character building (responsibility, resourcefulness, resilience), and community living/service skills (caring, fairness, citizenship, trustworthiness) (American Camp Association).

In a study of Virginia 4-H campers, researchers found that 4-H camp participation helped youth to learn to make new friends, develop skills, and become more independent and able to take care of themselves. Parents of campers reported that their children's behavior had changed as a result of participating in 4-H camp. Youth were taking responsibility for their own belongings, becoming more independent, taking initiative, and sharing more often (Garst & Bruce, June 2003).

The American Camping Association found that parents, youth, and staff reported significant growth in the following areas after participating in a camp program (American Camp Association, 2005):

- Self-esteem
- Independence
- Leadership
- Friendship Skills
- Social Comfort
- Peer Relationships
- Adventure and Exploration
- Environmental Awareness
- Values and Decisions
- Spirituality

In addition 70% of parents reported that they felt their child gained self-confidence at camp, 63% said their child continued to participate in activities learned at camp, and 69% said their child continued to stay in contact with friends made at camp (American Camp Association, 2005).

Additional Resources

The American Camp Association provides extensive information on camps and their role in youth development at www.acacamps.org.

LIFE SKILLS DEVELOPMENT

Learning takes place in every camp setting – in classes, on recreation fields, and everywhere in between. By carefully planning programs that incorporate the fundamentals of positive youth development and experiential learning, camp managers can effectively teach both subject-matter skills and life skills in a single activity or lesson.

Content and lesson materials from a class that teach about a new topic are subject-matter skills. Examples of subject-matter skills would be the parts of a sailboat, how to paddle a canoe, how to access the internet in a computer class, or how to cook on a campfire.

Life skills, on the other hand, are "abilities individuals can learn that will help them to be successful in living a productive and satisfying life" (Hendricks, 1996). They are "tools youth (and adults) use to cope with daily circumstances, make important decisions and enhance the quality of their daily lives" (Millard) In the canoe example above, life skills learned in a canoe class might include teamwork, cooperation and communication.

It is important to incorporate life skill development into camp lessons and activities in order to encourage PYD at camp. The Targeting Life Skills Model, was developed to identify life skills in PYD programs and to make it easier to include these skills in activities and lessons. In the model, life skills are divided and grouped based on the Essential Elements of 4-H. Tasks are assigned to each life skill so that activity objectives are measureable and specific and as a result the overall development that occurs is more effective and successful.

The Targeting Life Skills Model is valuable because it (Hendricks, 1996):

- Assists youth to reach their full potential through a positive approach to life skill development
- Delivers information and skill practice at the appropriate developmental level for the target audience
- Aids in writing specific learning objectives for life skill development that are measurable
- Assists in completing an instructional plan that creates experiences based on experiential learning theory to achieve life skill development
- Identifies observable/measurable indicators of change using these indicators to effectively evaluate program impact/goal.

Camp is an ideal setting to teach life skills, but leaders must provide an environment in which campers are safe and supported. The following elements contribute to successfully fostering life skills in youth (Baker):

- The group is accepting
- Ideas and experiences are freely shared
- Support and encouragement are given by leaders and participants
- Youth are able to question, discuss and build on knowledge they already possess
- Youth have access to the proper resources
- Youth actively participate in new concepts, in addition to seeing and hearing about them
- New knowledge gained is applied to a real situation
- Lessons learned are generalized for other situations
- Youth are recognized for completing a new or difficult task
- Leaders provide assurance, support, and assistance when needed

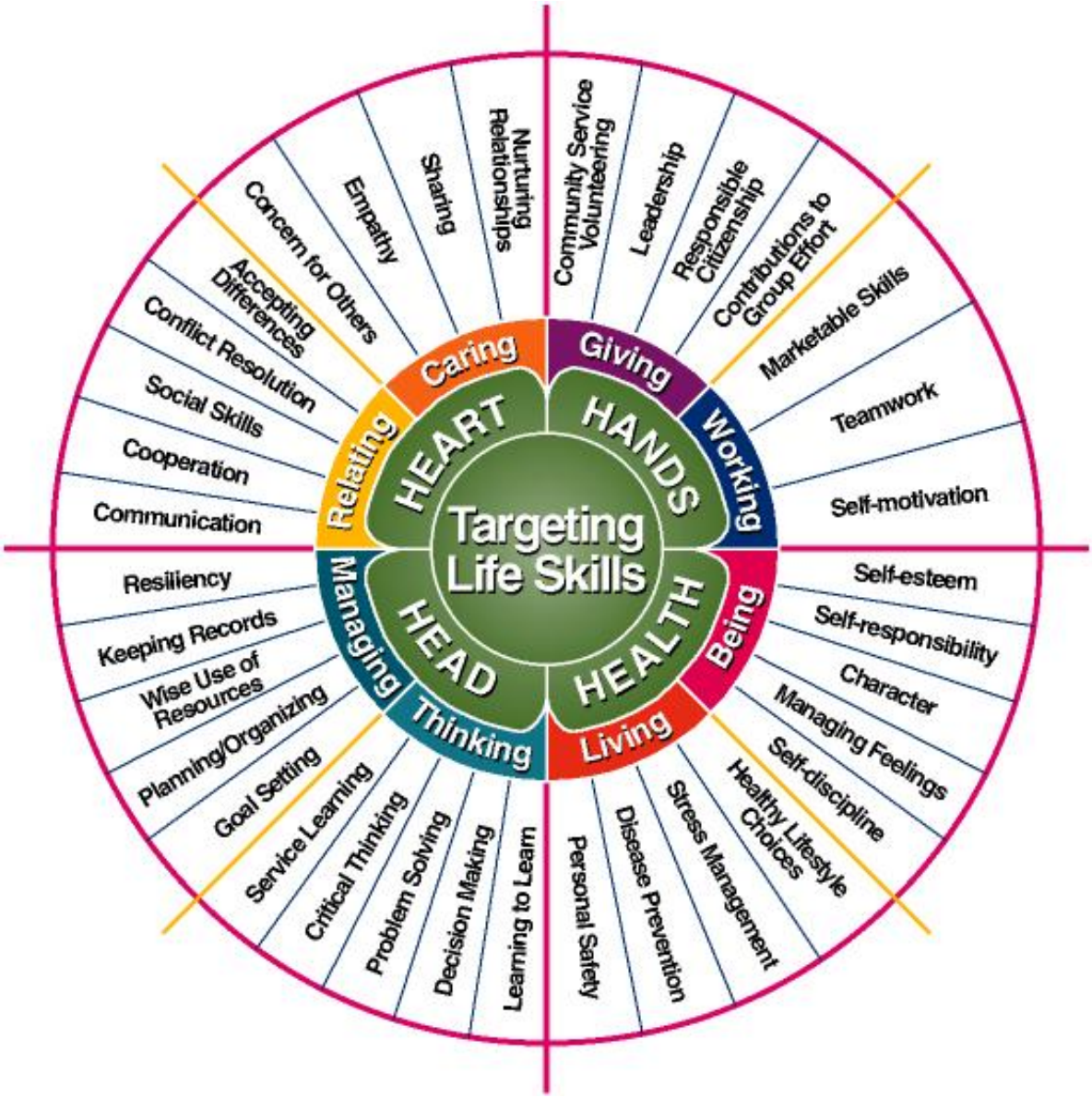


FIGURE B: TARGETING LIFE SKILLS MODEL (Hendricks, 1996)

Additional Resources

Iowa Cooperative Extension offers publications and tools for implementing the Targeting Life Skills Model at www.extension.iastate.edu/4-H/explore/lifeskills.htm.

WHAT IS POSITIVE YOUTH DEVELOPMENT?

Positive Youth Development (PYD) is an approach to creating programming and curriculum for children and youth with the understanding that youth are dynamic social assets. Instead of considering youth as risky elements of communities, PYD strives to actively engage all youth to invest in their future (LERNER, 2004).

The National Collaboration for Youth defines PYD as "a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent" (Approved by the executives of National Collaboration for Youth Members, March 1998).

PYD is a shift from a more traditional approach to youth development, which viewed youth as "problems" with hazardous and uncertain futures (Dotterweich, 2006).

Traditional Youth Services	Positive Youth Development
Focus on Problems	Focus on Positive Outcomes
Reactive	Pro-active
Targeted Youth	All Youth
Youth as Recipients	Youth as Active Participants
Programs	Community Response (systemic change)
Professional Providers	Community Members

TABLE 1.1: TRADITIONAL YOUTH SERVICES VERSUS POSITIVE YOUTH DEVELOPMENT – AS ADAPTED FROM JUTTA DOTTERWHICH'S POSITIVE YOUTH DEVLEOPMENT MANUAL, ACT FOR YOUTH UPSTATE CENTER OF EXCELLENCE

The 4-H Essential Elements reflect the fundamentals of the PYD approach (BIRD, COUTELLIER, BORBA, DIXON, & HOROWITZ, 2010):

- Developing positive relationships with caring adults
- Providing an inclusive environment
- Establishing an emotionally and physically safe environment
- Engaging in age-appropriate learning experiences
- Providing an opportunity to master and practice life skills
- Allowing young people to be an active participant in their future
- Providing an opportunity for independence
- Valuing and practicing service for others

The Five Cs of Positive Youth Development

Researchers have identified five critical components upon which the PYD framework is supported – Competence, Confidence, Connection, Character, and Caring/Compassion. Youth that successfully include the Five Cs in their life are thought to better contribute to their own development, families, communities, and society (which ultimately leads to a sixth C - Contribution). Additionally, researchers believe youth are at lower risk for negative developmental actions and situations (Lerner, Lerner, & Phelps, 2009).

The "Five Cs" of Positive Youth Development	
"C"	**Definition**
1. Competence	Positive view of one's actions in specific areas, including social, academic, cognitive, health, and vocational. *Social competence* refers to interpersonal skills (e.g. conflict resolution). *Cognitive competence* refers to cognitive abilities (e.g. decision making). *Academic competence* refers to school performance as shown, in part, by school grades, attendance, and test scores. *Health competence* involves nutrition, exercise, and rest to keep oneself fit. *Vocational competence* involves work habits and explorations of career choices. Effective entrepreneurial skills may be one instance of vocational competence.
2. Confidence	An internal sense of overall positive self-worth and self-efficacy.
3. Connection	Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community in which both parties contribute to the relationship.
4. Character	Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong, and integrity.
5. Caring/Compassion	A sense of sympathy and empathy for others.

Table 1.2: The 5 Cs of Positive Youth Development – As Adapted from Lerner, et Al. Waves of the Future: The First Five Years of the 4-H Study of Positive Youth Development

It is important to consider the Five Cs when designing summer youth programs so as to provide quality, effective camps that positively impact the development of participants. Additionally, these components can be integrated in classrooms, extracurricular activities, homes, and communities.

The Big Three

In addition to the Five Cs, three critical features of effective youth development programs have been identified by researchers. These three characteristics closely mirror the goals of 4-H programming.

1. Positive and sustained relationships between youth and adults
2. Activities that build important life skills
3. Opportunities for children to use these life skills as both participants and as leaders in valued community activities (Lerner, et al., 2009)

Ages and Stages

One of the most important considerations of PYD programming is designing programs and activities for youth that are appropriate for their stage of development.

Researchers have identified and labeled many stages of human development spanning from infancy to senior. Instead of defining a specific stage of development, our focus is the development of youth from age five to eighteen (the most common ages of participants in Air Force Youth Programs). Although this age span includes several distinct and different phases of human development, the manual will only attempt to cover broad generalizations on the development of individuals in these stages, keeping in mind that individuals develop physically, socially, emotionally, and intellectually at unique rates.

Many youth participating in camp programs are adolescents. Broadly defined, adolescence is the stage of development between childhood and adulthood during which the body undergoes many changes – physical, emotional, intellectual, and social. Often the beginning and end of this stage of development are ambiguous and different for each individual. Many associate puberty with adolescence, as this is the stage of growth when an individual's primary sex characteristics fully mature and secondary sex characteristics emerge. The following section will provide an overview of developmental characteristics of youth ages 5 through 18.

Additional Resources

- Information regarding the development and needs of adolescents is available from the Adolescent Health working group at www.ahwg.net.
- Purdue offers a comprehensive review of Ages and Stages. For more information visit www.ces.purdue.edu/extmedia/NCR/NCR-292.html.
- The American Psychological Association has an extensive guide on adolescent development at www.apa.org/pi/families/resources/develop.pdf.
- Visit the American Medical Association for a comprehensive Parent Package that offers information about living and working with teens at www.ama-assn.org/ama/upload/mm/39/parentinfo.pdf.
- Michigan 4-H has information regarding Ages and Stages along with information on how to incorporate this knowledge into youth activities at web1.msue.msu.edu/4h/ageapp.html.
- Virginia Cooperative Extension offers information regarding adolescent growth and development online at www.pubs.ext.vt.edu/350/350-850/350-850.html.

Characteristics of Youth

To fully understand youth and to design effective programs and activities, a leader must be able to identify the characteristics and needs of adolescents. The following charts provide a brief overview of developmental characteristics of youth from age 5 to age 18.

As adapted from the Essential Elements of 4-H Youth Development, which was adapted from Laura Berk's Child Development, © 2006 Pearson Education

	Physical/Perceptual	Cognitive	Language	Emotional/Social
Age 5-6 Years	• Body is streamlined and longer legged, with proportions similar to that of adults • Engages in true skipping and sideways stepping • Show mature throwing and catching patterns • Running speed increases • Ties shoes • Draws more complex pictures and prints name and other words	• Becomes increasingly aware that make-believe and other thought process are representational activities • Replaces magical beliefs with plausible explanations • Solves verbal appearance-reality problems, signifying a more secure understanding • Recognition, recall, scripted memory, and autobiographical memory improve • Knowledge expands and becomes better organized • Understands that letters and sounds are linked in systematic ways • Counts up and counts down, engaging in simple addition and subtraction	• Vocabulary grows to 10,000 words • Continues to master complex grammatical structures	• Relies more on language to express empathy • Ability to interpret, predict, and influence others' emotional reactions improves • Understanding of false belief strengthens • Becomes better at social problem solving • Has acquired many morally relevant rules and behaviors • Bases distributive justice on equality • Preference for same-sex playmates strengthens • Gender stereotyped beliefs and behaviors continue to increase

Table 1.3: Characteristics of Youth Ages 5-6

	Physical/ Perceptual	Cognitive	Language	Emotional/Social
Age 6-8 Years	• Slow gains in height and weight continue until adolescent growth spurt • Writing becomes smaller and more legible • Draws increasingly complex pictures, which include depth clues • Running, jumping, throwing, and kicking increase in speed, distance, and accuracy	• Thinks in more organized, logical fashion • Displays more effective spatial reasoning, as indicated by the ability to give clear, well-organized cognitive maps • Attention becomes more selective and adaptable • Spontaneously uses memory strategies of rehearsal and taxonomic organization • Increasingly relies on gist memory for reasoning • Knowledge continues to increase and become better organized • More aware of cognitive processes – paying attention and using strategies – and their impact on performance • Views the mind as an active, constructivist agent, capable of transforming information • By the end of this period, makes the transition from "learning to read" to "reading to learn" • Uses informal knowledge of number concepts and counting to master more complex mathematical skills	• Vocabulary reaches 10,000 words • Improves in phonological awareness; can identify all the phonemes in a word • Defines words using concrete descriptions, referring to functions and appearances • Masters advanced conversational strategies • Continues to refine understanding of illocutionary intent • Communicates clearly in demanding situations such as on the phone • Produces classic narratives rich in orienting information and evaluations	• Self-conscious emotions of pride and guilt become integrated with inner standards of excellence and good behavior • Increasingly conforms to emotional display rules, and becomes consciously aware of those rules • Can consider conflicting cues (facial and situational) when explaining others' emotions • Recognizes that people can have mixed feelings and that their expressions may not reflect their true feelings • Empathy continues to increase as emotional understanding improves • Emphasizes personality traits and both positive and negative attributes in self-concept • Makes social comparisons between multiple individuals • Self-esteem differentiates, becomes hierarchically organized, and declines to a more realistic level • Understands that access to different information often causes people to have different perspectives • Internalizes many norms of good conduct • Tends to emphasize superficial factors, including physical consequences and self-interest, in moral judgment • Bases distributive justice on merit, and eventually, equity and benevolence • Interacts more socially with peers • Rough-and-tumble play increases • Plays rule-oriented games • Bases friendship on mutual trust and assistance

TABLE 1.4: CHARACTERISTICS OF YOUTH AGES 6-8

	Physical/Perceptual	Cognitive	Language	Emotional/Social
Age 9-11 Years	• For girls, adolescent height spurt begins, breast "bud," and pubic hair appears • Gross motor skills become more fluid, and increase further in speed, distance, and accuracy	• Logical thought remains tied to concrete situations until the end of middle childhood • Piagetian tasks continue to be mastered in a step-by-step fashion • Uses memory strategies of rehearsal and taxonomic organization more effectively • Applies several memory strategies at once • At end of period, begins to use memory strategy of elaboration • Knowledge expands further and becomes more intricately organized • Increasingly draws inferences in reconstructive processing (for example, when recalling stories) • Increasingly distinguishes among cognitive processes such as "remember," "know," "guess," and "compare" • Understands interactions among factors that influence performance (for example motivation, use of strategies, and type of task) • Cognitive self-regulation improves gradually	• Vocabulary increases rapidly, reaching 40,000 words • Masters syllable stress patterns signifying subtle differences in meaning • Defines words using synonyms and categorical relations • Grasps the double meanings of words, as reflected in comprehension of metaphors and humor • Refines complex grammatical structures such as the passive voice and infinitive phrases	• Shifts adaptively between problem-centered and emotion-centered coping strategies in regulating emotion • Self-esteem tends to rise • Distinguishes ability, effort, and external factors in attributions for success and failure • Can "step into another's shoes" and view the self from that partner's perspective • Later, can view the relationship between self and other from the perspective of a third impartial party • Gradually understands ideal reciprocity and emphasizes peoples' intentions and expectations in moral judgment • Appreciates the linkage between moral imperatives, social conventions, and matters of personal choice • Becomes more aware of gender stereotypes, including personality traits and achievement areas, but has a flexible appreciation of what males and females can do • "Masculine" gender identity strengthens among boys; girls' gender identity becomes more androgynous

TABLE 1.5: CHARACTERISTICS OF YOUTH AGES 9-11

	Physical/Perceptual	Cognitive	Language	Emotional/Social
Age 11-14 years	• If a girl, reaches peak and then completes growth spurt • If a girl, adds more body fat than muscle • If a boy, begins growth spurt • If a boy, starts to ejaculate seminal fluid • Likely to be aware of sexual orientation • If a girl, strength, speed, and endurance of gross motor performance increase and then level off	• Becomes capable of formal operational reasoning • Becomes more self-conscious and self-focused • Knowledge expands further and becomes more intricately organized • Metacognitive knowledge and cognitive self-recognition continue to improve • Becomes better at coordinating theory with evidence in problem solving	• Has vocabulary of at least 40,000 words that includes many abstract terms • Understands subtle, non-literal word meanings, as in sarcasm, irony, and proverbs • Continues to refine complex grammatical structures	• Moodiness and parent-adolescent tend to increase • Self-esteem continues to rise • Fully differentiates achievement-related attributions into ability and effort • Gender-role conformity increases and then declines • Spends more time with peers • Engages in increasingly cooperative peer interactions • Bases friendship on intimacy, mutual understanding, and loyalty • Peer groups become organized around cliques • Conformity to peer pressure increases

TABLE 1.6: CHARACTERISTICS OF YOUTH AGES 11-14

	Physical/Perceptual	Cognitive	Language	Emotional/Social
Age 14–18 years	• If boy, reaches peak and then completes growth spurt • If a boy, voice deepens • If a boy, adds muscle while body fat declines • May have sexual intercourse • If a boy, strength, speed, and endurance of gross motor performance increases dramatically • If a boy, gains in gross motor performance continue	• Is likely to show formal operational reasoning on tasks and in situations in which the adolescent has had extensive experience • Improves in decision-making strategies	• Ability to communicate clearly and in accordance with social expectations in diverse situations improves • Can read and interpret adult literary works	• Combines traits into an organized self-concept • Adds new dimensions of self-esteem (close friendship, romantic appeal, job competence) • Is likely to begin constructing an identity • Is likely to engage in societal perspective taking • Increasingly emphasizes ideal reciprocity as the basis for interpersonal and societal laws • Relationships between moral reasoning and behavior strengthens • Parent-adolescent conflict gradually subsides • Conformity to peer pressure declines • Cliques and crowds decline in importance • Romantic relationships begin and gradually last longer

TABLE 1.7: CHARACTERISTICS OF YOUTH AGES 14-18

Youth Development in the Camp Setting

Providing PYD through Camp

As camp is a dynamic experience (and not just a place or program), it is an ideal setting for implementing Positive Youth Development initiatives. The camp setting provides many of the fundamental components of PYD including caring adults, physical and emotional safety, age appropriate activities, sense of belonging, and opportunities to acquire and practice life skills (Garst & Johnson, 2005).

Goals of a Camp Program

No matter what the setting or content focus of a camp is the goals of the camping program should be centered on fostering PYD through active involvement. These goals include (Parker & Keil, 2006):

- To provide educational, recreational, and social experiences away from home.
- To provide opportunities to meet, socially interact with, and learn to get along with other people by living and/or participating together.
- To provide opportunities for youth to learn to take responsibility for their own decisions and actions.
- To provide new experiences for youth by exploring new interests, or by exposing them to new approaches to old interests, such as nature, aquatics, music, and other life skills that cannot be provided as effectively outside of a camp setting.
- To teach youth about citizenship, the importance of being a responsible citizen, and to provide opportunities to practice citizenship.
- To provide opportunities for developing leadership skills.
- To allow youth to discover special talents and to provide opportunities for developing these talents.
- To provide the opportunity for youth to have fun and to learn to create positive, enjoyable experiences individually and with others.
- To learn to meet individual and group responsibilities.
- To have fun!

Positive Youth Development Programming

One of the exciting aspects of camp is the unique atmosphere in which it takes place. The camp setting is special because it allows youth and adults to foster meaningful relationships while discovering and learning outside of a traditional classroom context.

Although learning is a focus of camp, so is FUN! As an adult working with youth at camp, it is important to facilitate a balance of learning and fun while providing the essential components of positive youth development.

Additional Resources

- The 4-H Military Partnership has an extensive curriculum for youth development professionals and volunteers. Visit www.4-hmilitarypartnership.org for more information.
- National 4-H Headquarters also offers an expansive curriculum library of publications and resources for positive youth development programs at www.national4-hheadquarters.gov.
- ACT for Youth Center of Excellence provides a complete youth development manual online that includes handouts and presentations that can be used in adult trainings and other activities at www.actforyouth.net.
- The Oregon Positive Youth Development website contains materials for youth and adults, and includes an A-Z guide on how to support PYD in programming. For more information, visit www.oregonpyd.org.
- The National Conference of State Legislatures discusses positive youth development and its use in policymaking at www.ncls.org.
- The National Clearinghouse on Families and Youth offers information on many issues relevant to youth and positive youth development, including free publications at ncfy.acf.hhs.gov.
- Wisconsin 4-H Youth Development provides resources on incorporating positive youth development into youth programming at 4h.uwex.edu/cyd/index.cfm.

Experiential Learning Process

In all programs, 4-H promotes fun while encouraging youth to "learn by doing" through the experiential learning process.

The experiential learning process is effective because youth take an active role in the mastery of new material and skills. Instead of receiving information through lecture or reading, youth are challenged to be dynamic participants in the learning process.

Why is this important?

We remember (McKinley):

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we see, hear and discuss
- 90% of what we see, hear, discuss and practice

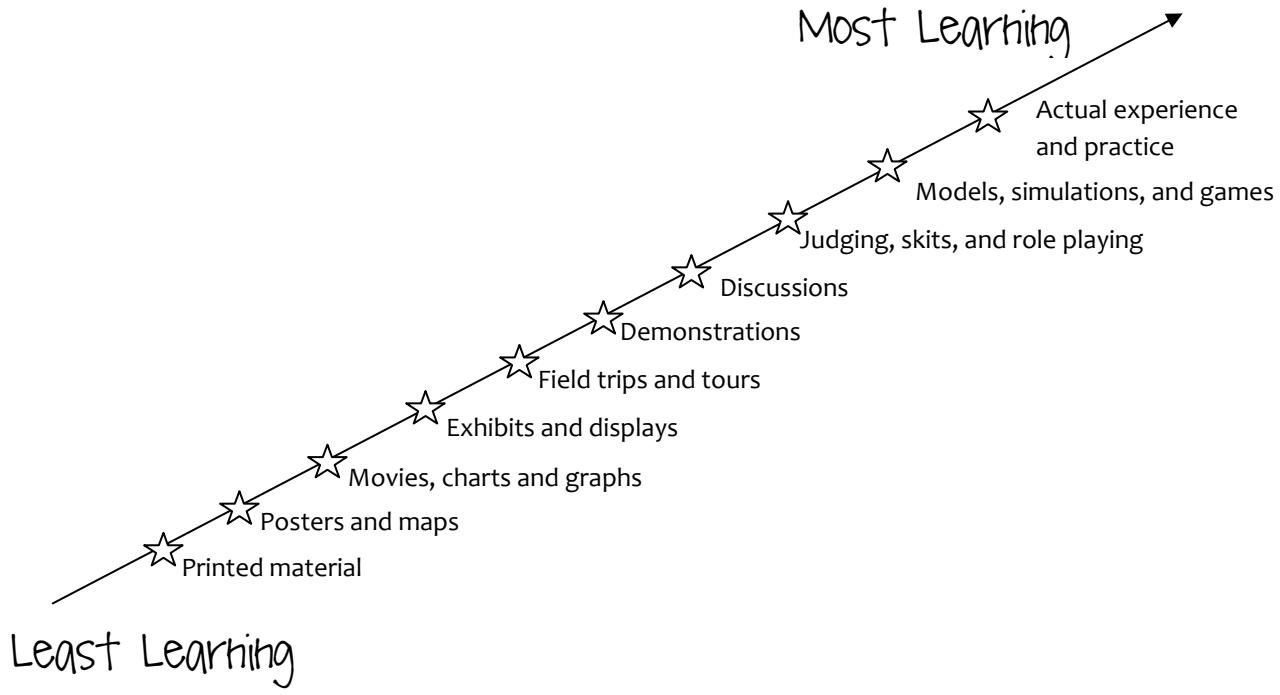
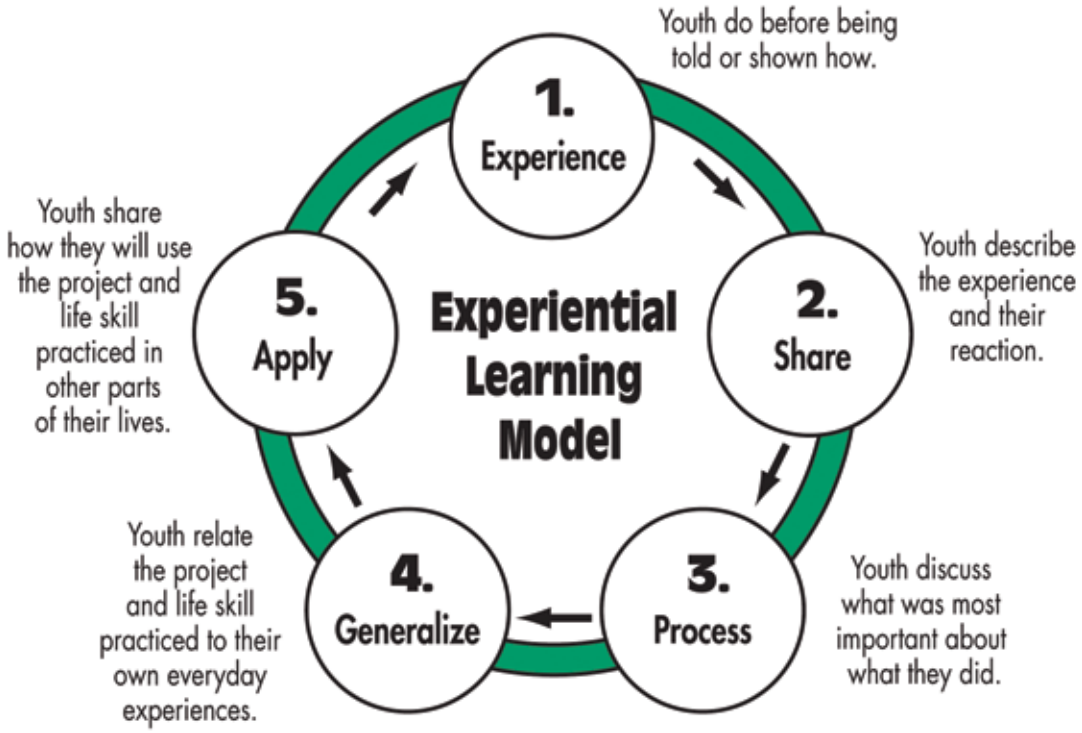


Figure 1.1: Learning Methods – As Adapted From Steve McKinley's Positive Youth Development and Life Skill Development, Purdue University

Although seeing and hearing information is essential to learning, it is best to reinforce concepts by experiencing and practicing new material.

Developed by Pfieffer and Jones (1985) and adapted by 4-H, experiential learning has five steps (Millard).

1. Experience – Youth experience an activity or situation
2. Share – The results and observations of the activity are shared
3. Process – Youth analyze and reflect on the experience
4. Generalize – The experience is connected to real-world applications
5. Apply – Youth practice by applying what was learned to other situations



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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FIGURE 1.2: EXPERIENTIAL LEARNING PROCESS

The experiential learning process has many advantages including (Millard):

- The process works with many different learning styles.
- It fosters discovery and analytical thinking
- Teachers and youth learn together and information is shared
- Responsibility is placed on youth in the learning process

The experiential learning process is the foundation of positive youth development in the camp setting. Using this method, youth are active participants in the learning experience by taking part in and reflecting on hands-on lessons.

Experiential learning is a simple five-step process:

1. Youth **experience** an activity
2. Youth **review** their experience and share results and observations.
3. Youth **interpret** the experience and process results.
4. Youth **generalize** to connect to real-world applications.
5. Youth **apply** what they learned to future situations.

The experiential learning process is effective in camping programs because it can be used to teach a variety of skills and lessons. Additionally, it is appropriate to use the process to instruct youth at all levels of learning (Schmillen, et al.).

Characteristics of Learners

When working with youth, it is important to understand the characteristics of learners in order to tailor training to the appropriate level of difficulty for the audience (Schmillen, et al.) .

The **Beginner** learner has varied favorite learning styles. Some youth like theory, some prefer to model or imitate instruction, and some would rather figure out new concepts on their own.

The **Experienced Beginner** learner may have enough experience and practice that they pick up beginning skills quickly, or they may have developed habits that are hard to break and interfere with their learning.

The **Advanced** learner can handle greater explanation, theory, and complexity.

A good teaching model incorporates different teaching methods (such as allowing time for "doing") and providing visual models and theories in the right proportion. Effective teaching emphasizes (in this order):

1. Watching/modeling
2. Doing
3. Talk and explanation (last and least)

Tips for successful instruction

Do not talk and/or theorize too much. Beginners learn motor skills best by doing the activity rather than talking about it.

Don't over-teach. The "Keep It Simple System (KISS)" is very important to learning.

(Schmillen, et al.)

Additional Resources

The University of Arkansas provides information on integrating the Experiential Learning Process into activities and curriculum for youth at www.uaex.edu/other_areas/publications/PDF/4-Hcj4.pdf.

Experiential Teaching Model

Facilitation, challenge by choice, sequencing, processing, debriefing and framing all combine to form the experiential teaching model (Schmillen, et al.).

The model for experiential teaching includes four distinct teaching phases:

- Introduction **"This is…"**
- Demonstration **"Watch me…"**
- Students practice **"Your turn…"**
- Feedback **"This is what you did…"**

The introduction and demonstration should only take about three minutes together. It is important that the students actively participate within the first few minutes of the session.

1. **Introduce** the skill in 5-60 seconds

   "This is…" "It is used to…"

   Key points:
   - Get their attention.
   - Use formation(s) so students can see and hear the demonstration.
   - Identify the subject or skill to be taught.
   - Introduce the skill briefly (5-60 seconds).
   - Do not feel compelled to use up the available time. Brevity is better than length.

2. **Demonstrate** briefly and explain the skill in 2 minutes or less.

   "Watch me…" (or) "Let me demonstrate…"

   Key points:
   - Get their attention
   - Demonstrate the whole skill first, one or two times.
     - Demonstrate what youth will practice
     - Demonstrate more than once, and from several angles so it is visible to all.
     - Demonstrations do not depend on complexity of the skill. Remember, the goal is to get youth active, not to show off skills of the leader.
   - Avoid talk during the demonstration. Only point out relevant cues between demonstrations.
   - The demonstration should be precise and consistent. Keep this while demonstration brief and simple.

3. **Practice** the skill, taking as much time as needed to get a firm grasp of the correct movements. If possible, have youth practice the whole skill first.

   "Your turn…"

   Here you evaluate if participants have learned the skill you are teaching. Try to create an atmosphere in which fear or failure are minimized.

   If the skill is too difficult to learn all at once, break it into parts.

   - Break the skill into phases ("This is …" and "Watch me…") then have youth practice the part.
   - For some activities, you may find it easier to start with lead-up activities (demonstrate the entire skill in parts). However, youth need to see what the final skill looks like and what they eventually hope to achieve.
   - Let students practice several times before giving feedback.
   - Avoid talking or giving directions while they attempt the activity.

4. Give **feedback** to each one on their performance.

   "Here's what I saw…"

   When providing feedback, remember:

   - Be positive and not critical, sarcastic, or cynical. However, do not be afraid to point out better ways to do something.
   - Correct one error at a time, even if they are doing five things wrong at once.
   - Check to be certain the student understands your descriptions and instructions.

   Praise, encourage, and acknowledge all improvements of the skill:

   - Reinforce positive attempts and sections performed correctly. This shapes youths' skill towards the desired performance.

     Provide specific feedback, avoiding general and nonspecific praise:

   - "I liked the way you did (x & y). However, (z) needs some more improvement.
   - Give specific information. It is necessary to achieve results.

     This model of experiential teaching allows all three types of learners to use the type of learning that works best for them.

Tips for assisting youth in processing experiential learning activities (Millard):

- Set aside enough time to reflect on experiences
- Ask the right questions
- Plan appropriate activities that will help youth reflect on their experiences
- Listen to youth carefully
- Support each youth's unique learning style

Facilitation

The methods and techniques used to lead youth in activities at camp are different than those in formal educational settings. Camp is an informal educational setting – it is not summer school. Adults actively facilitate activities and programs rather than employing traditional classroom teaching techniques.

Camping programs utilizes the experiential learning process in which campers are active participants in discovering new skills and knowledge. Instead of passively receiving information or simply being left to play, youth participate in hands-on activities facilitated by an adult who leads discussions, assists in activities, and frames reflection so as to connect the session to real-life situations.

Facilitation assists youth to learn from one another (United States Air Force Youth Programs, 2001) by providing a balance of learning and play. Facilitators are responsible for guiding activities by determining goals and objectives for the session, presenting an introduction and guidelines for the topic, framing activities to provide a progression of learning, monitoring safety, and leading reflections about group activities.

Facilitators must know when to instruct and when to intervene. Instruction is required for non-negotiable items like emotional and physical safety. Intervention is utilized when the facilitator thinks the group needs to stop for self-reflection to resolve conflicts, evaluate performance, or for simple role modeling. Intervention methods include substituting a more relevant activity, modifying the current activity, refocusing the group, or reiterating guidelines (Schmillen, et al.).

Tips for Facilitators (Fletcher & Kunst, 2006)

- ✓ **Be a facilitator**. A facilitator has three important jobs – to lead activities, guide group reflection, and encourage enthusiasm!

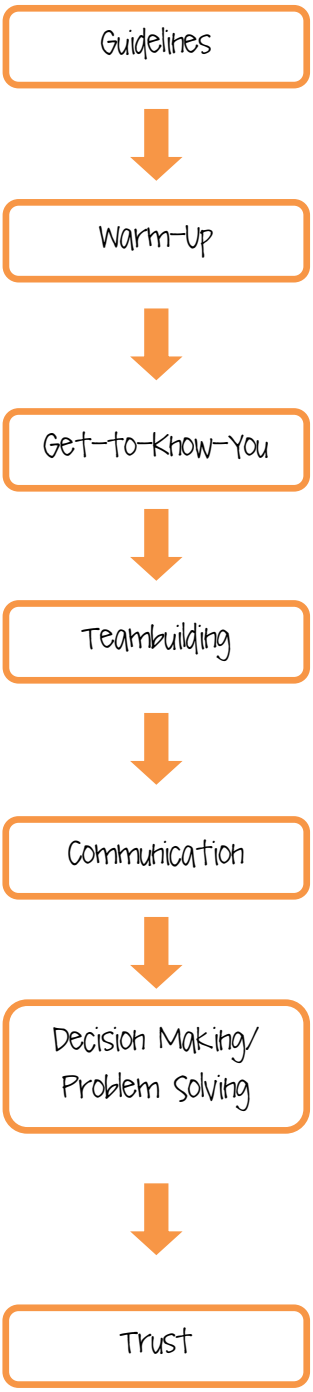
- ✓ **Create and communicate guidelines and goals**. Safety is the first priority of any activity and facilitators are responsible for constantly monitoring for safety risks. Uphold "challenge by choice." Allow participants to sit out from activities if they desire and to choose the level of challenge that they would like to tackle. Create fun! Participants will be more engaged and focused if activities are fun and exciting.

- ✓ **Use framing and sequencing**. Frame activities when possible and sequence activities so that they gradually become more difficult and challenging. Monitor the group for teamwork and communication to determine when to move on to more complex tasks.

- ✓ **Debrief and reflect on activities**. Use reflection to connect the activity to the stated goals and to realistic situations. Appendix C provides a variety of example debriefing questions.

Sequencing

It may be tempting to jump into the most exciting activity to begin camp sessions. However, it is important to allow youth to spend time building skills (both personal and physical) as individuals and as a group before more difficult or complex activities are attempted. Sequencing allows the group adequate time to acclimate and prepare for challenges. Consider the following steps when facilitating activities (Schmillen, et al.):



Review important safety guidelines (such as spotting) as well as guidelines on respect, communication, and group interactions.

The first step for each group is to allow group members to be comfortable with each other and prepare for the experience. The key to these types of activities is that they should be fun, and involve the entire group. They should be success oriented, and very easy. They should also involve very little decision-making or problem solving.

The next step is to help members learn each other's names, and some personal information about others. This section is still fun, but it primarily helps teammates find out what they have in common.

In this step, the team learns to work together and value all members of the group. It is time to introduce activities that are challenging and use all of the team members. Leadership roles often change throughout the exercise - this illustrates that the same person cannot be the leader the entire time.

Once the team is established, exercises should begin to focus on communicating ideas, solutions, feelings, and listening skills. Exercises should revolve around solving a problem by sharing ideas, making group decisions, and listening.

These activities are more challenging, and require the group to communicate and cooperate with each other by making decisions and solving problems. These challenges often take multiple attempts to complete, and use a combination of solutions to be successfully completed.

These activities should be attempted only when the group has bonded, and trusts each other implicitly. Often they involve situations in which the participant relies completely on others (one example of a trust exercise is the trust fall, which involves a participant falling from a platform into the arms of their group). It is very important that advisors do not allow groups to participate in trust exercises if they are not "trustworthy" yet. It is also important that joking or horseplay is not allowed during these types of activities.

Additional debriefing questions can be found in Appendix C.

Framing: Framing utilizes a metaphor or story to connect the various activities in a session and to draw parallels to "real life." Framing allows participants to take the lessons that were learned from the activities and apply them to future situations (Neil).

Challenge by Choice: Youth choose their level of participation in camp activities. If a youth reaches a level that is too challenging, he or she can decide at that point to not complete the activity. Although it is acceptable to encourage youth to finish or take an additional step, it is not acceptable to pressure them to do so. This does not mean that youth can stop participating in the activity. Rather, the facilitator must find another way for youth to participate such as cheering on other campers or assisting facilitators (Schmillen, et al.).

Debriefing

Debriefing, or processing, is used to encourage application of activity lessons to other situations. Using this method, the facilitator leads a discussion about what occurred or did not occur during the activity. By reviewing the activity experience, participants are better able to draw conclusions about how the group performed and about their own personal contributions.

Debriefing should occur after each activity or experience, and everyone should participate. It should be timely, and the group should dictate the length of the session. Overkill can devalue the experience. The leader provides the structure for the activity, but relies on the group to provide the solution – keeping in mind that the experience is focused on achieving positive outcomes (Schmillen, et al.).

Debriefing is a common technique, but often requires an experienced facilitator to properly implement. The facilitator must know when to debrief and when to move on, which types of questions are appropriate to ask, how to encourage participants, and how to assist participants to draw conclusions from the activity (Neil).

Common questions for debriefing (Millard):

Share

- What did you do?
- What did your group do when…?
- What did you see? Feel? Hear?
- What was most difficult? Easiest?

Process

- What problems or issues seemed to occur over and over?
- What did you learn about (life skill or activity subject matter) through this activity?
- Why is the life skill you practiced important?

Generalize

- What similar experiences have you had (with this life skill or subject matter)?
- What similar challenge/problem/feeling have you faced? What did you do then?

Apply

- How does what you learned relate to other parts of your life?
- How can you use what you learned?
- How can you apply (life skill practiced) in the future?

Teaching Life Skills

In addition to content knowledge or skills, camp activities should teach or expand youths' understanding of life skills which are also taught using the experiential learning process.

When designing a camp lesson, decide if the session will simply teach life skills or if life skills will be taught in conjunction with other content. Keeping this in mind, choose what method(s) will be used to teach each. The methods that are chosen should take into account the audience, the life skills to be targeted, and how best to actively involve campers in the content. Lessons will most often include multiple methods so as to cater to a variety of learning styles. At least one method should allow youth to "learn by doing" and actively practice life and/or content skills. Although most subject matter can be taught using several different methods, the life skill(s) that is to be practiced will dictate the use of particular techniques (Millard).

The following are common methods and the life skills that are targeted by each (Millard):

Method	Life Skill
Playing a game	Team work, risk taking, social skills
Giving presentations	Communicating, marketable skills
Planning activities	Team work, planning/organizing, leadership
Role playing	Communicating, relating to others, empathy, accepting differences
Experiments	Decision making, problem solving, learning to learn
Solving a problem	Decision making, problem solving, critical thinking, learning to learn
Making models	Problem solving, leadership, utilizing resources

Table 1.8: Methods to Teach Life Skills – As Adapted from Darlene Miller's Experiential Learning in 4-H Project Experiences.

Remember to adhere to the experiential learning process, no matter what methods are used. Instead of using formal teaching techniques such as lectures, guide the learning experience and challenge youth to discover new concepts rather than simply repeating what has been presented to them. Additionally, all activities should be processed and debriefed so that youth can reflect on what was learned and apply it to future situations (Millard).

Lesson Planning

Camp curriculum is the actual content and activities that are included in camp classes or rotations. The curriculum specifically details how goals, objectives, and outcomes are brought to life, carried out, and successfully achieved. Experiential learning is important to delivering curriculum content in the camp setting, as is incorporating life skill development into subject-matter based classes.

The type and content of classes is highly dependent on the type and theme of the camp. Teaching methods may also differ depending on the audience's characteristics (age, skills, etc.) and content, but the heart of curriculum design is the same for all types of camps.

It is important that camp curriculum should blend learning and FUN! *Without fun as a critical ingredient, curriculum is a dull and ineffective component of the camping program.*

Steps in Creating Camp Lessons/Activities

1. **Program Assessment** – Integrating curriculum into the camping program and choosing relevant classes/topics to develop

2. **Needs Assessment** – Identifying the characteristics and needs of participating campers

3. **Activity Goals and Objectives** – Creating SMART objectives for camp activities

4. **Activity Content** – Identifying and creating curriculum

5. **Lesson Plans Creation** – Combining objectives and content to create hands-on learning experiences

1. Program Assessment – The Big Picture

Before focusing on the creation of individual classes, the entire camp program must be assessed to determine how curriculum will be integrated in order to achieve the desired goals, objectives, and outcomes.

- What will be the main areas of teaching and learning (broad content areas) and how do they fit into the larger framework of the camping program?
- What topics or issues should be included in the curriculum to increase understanding or awareness of objectives?
- Can more than one outcome be achieved in one class?
- Do classes need to be sequenced to provide a specific learning progression?
- What resources are available to be used in instruction?
- What constraints exist?

When planning camp schedules and classes ensure a balance of instruction and play. Offering a variety of learning, physical activity, and creative programs is important in camping programs. After assessing the program as a whole, determine what classes and/or topics will be covered during the camping session.

2. Camper Needs Assessment

Once individual classes have been identified, specific curriculum that utilizes the experiential learning process and promotes life skill development can be created. Prior to developing curriculum for each class a needs assessment should be conducted. Consider the following when analyzing each topic.

- What do you want campers to learn about the topic? What are their needs and characteristics?
- How many campers will be in the class? How does that impact the delivery method?
- What constraints exist?
- What is an interesting or unconventional way the material could be presented?
- What do you think campers already know about this topic? Is there a gap in knowledge or understanding?
- What is a broad learning outcome for this topic?
- What is the goal of the class?
- Does your camp have a long-term project for campers to complete?
- What are specific learning objectives of the class (Way)?
    - What is ESSENTIAL to know?
    - What is just nice to know or worth being familiar with?
    - How much emphasis needs to be placed on "nice to know" and "worth being familiar with?"
- What different learning styles should be considered (such as visual, auditory, sensory)?
- What life skill development can be integrated into the class?

3. Activity Goals and Objectives

When planning curriculum it is important to create classes and activities that are intentional, age appropriate, promote learning progression, and fun. Classes should not be a random collection of activities about a topic, but instead a well-structured progression of lessons that build upon one another in order to obtain pre-determined goals and objectives.

Goals are general, long-range statements that establish the broad fundamental desired result or intent of a program (Ladd et al.).

Objectives are specific and attainable targets and actions that break goals into smaller parts. They should answer the question "WHO is going to do WHAT, WHEN, WHY, and TO WHAT STANDARD?" (The March of Dimes, 2004)

Each camp class or session should have stated objectives that relate to the goals of Air Force Youth Programs.

When writing objectives, it is important to follow the SMART guidelines.

SMART objectives are:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**imely

The template below illustrates a common format for objectives.

By (WHEN – time frame), (WHO/WHAT – specific) will have (HOW, WHY – specific and measurable). (The March of Dimes, 2004)

Class/activity objectives do not necessarily need to be stated in this format, but should include the same content.

SMART Objectives

Specific

What exactly are we going to do for whom?

Objectives that are specific detail change in a concrete and precise way. Use action verbs when writing objectives to clearly convey what will be done and accomplished.

Measureable

Is it measurable and can we measure it?

For objectives to be effective, they must be quantified in some fashion, such as through activities or results. This also means that the method of measuring is identified and feasible (such as identifying change in before and after).

Attainable

Can we get it done in the proposed time frame with the resources and support we have available?

Objectives must be realistic given the constraints of funding, time, and other internal and external factors.

Relevant

Will this objective lead to the desired results or have an effect on the desired goal?

Objectives should be directly related to the goals of the camping program.

Timely

When will this objective be accomplished?

A clearly stated and reasonable time-frame should be incorporated into each objective. Consider that a camping program has multiple objectives, and more than one will most likely be carried out at the same time.

(Ladd, et al.) (The March of Dimes, 2004)

4. Activity Content

For each camp class/lesson, curriculum content must be identified. As there are many resources available on the internet and in books, it may not be necessary to create all new material for camp classes. However (depending on the specific objectives) content may have to be written or altered for use in a particular lesson.

When identifying content consider possible resources for learning material – such as schools, universities, other camps, youth development programs etc. Keep the intended audience in mind to ensure that material is at the appropriate level of learning and is not too difficult or too simple for campers. If using a camp theme, incorporate the theme into classes as appropriate.

After content has been identified, consider possible activities to go along with the material. Camp sessions utilize the experiential learning model and campers should be active (not passive) learners. Properly structured classes allow campers to perform an activity, share observations/results as a group, discuss the experience, connect the results to real-world situations, and apply what was learned to future situations. *Given the often short amount of time youth have at camp, the final step of application may not be possible during the actual camping program but can instead be discussed during the class.*

Points to consider when designing a class/lesson (McKimm, 2003):

- What life skills will be included in the lesson? How will they be taught?
- What resources are required and available to ensure effective teaching and learning?
- Does the teaching promote critical and logical thinking at the level of the learner?
- What are the constraints affecting the teaching and learning process?
- Do activities and content promote:
    - Personal development?
    - Social development?
    - Physical development?
    - Cognitive development?

5. Lesson Plan Creation

After identifying what topic the class will cover and the methods with which the material will be presented, the outline of a lesson plan can be created. Lesson plans are an organized approach to planning a class and provide a logical progression for teaching materials and activities. Below is a general lesson plan that can be adapted for different classes and structures.

I. **Topic** to be covered in class

II. **Goals** of class (general)

III. **Objectives** of class (SMART)

IV. **Life skills** to be included

V. Required **materials**

VI. Teaching **methods**

VII. **Introduction** to topic

- a. Assess **knowledge gap**
- b. Background information
- c. Content
- d. Examples

VIII. Experiential Learning

- a. Activity
- b. Share
- c. Discuss
- d. Connect
- e. Apply

IX. Practice (group/individual)

X. **Assess** (check for understanding)

XI. Reflect and **closure**

XII. Accommodations/adaptations

Figure 1.3: Lesson Plan Outline

When completed, the lesson plan provides an outline of the class and will identify what activities must be developed. Content sources should be identified, as well as any additional subject matter that needs to be created specifically for the class. The outline is then expanded to include all the information necessary to conduct a class/session.

Worksheet 1.1: Lesson Plan Creation*

Class _____

Topic _____

Goals

1. _____
2. _____
3. _____

Objectives

1. _____
2. _____
3. _____
4. _____

Life Skills

1. _____
2. _____
3. _____
4. _____

Materials _____

_____

_____

_____

Resources _____

_____

_____

_____

Teaching Methods _____

**Attach additional pages and materials as needed.*

Overview

Assess Knowledge

Background Info

Content

Examples

Experiential Learning

Activity

Share

Discussion

Questions

Connect

Apply

Practice

Assess

Reflect and closure

Adaptations

Some Final Points to Consider

A fully developed lesson plan will include a step-by-step explanation of all content, methods, activities, and instructions as well as discussion questions and assessment checks.

Review the final lesson plan and consider the following:

- Does the lesson content created directly relate to the learning objectives of the class?
- Are activities designed with the experiential learning process in mind, or are they cookbook experiments?
- Does the lesson foster a safe learning environment?
- Have you over-planned for the class in case activities do not take the expected amount of time?
- Have you identified adaptations to accommodate any unexpected hurdles that may occur (such as technology failure, inclement weather for outdoor classes, more campers than expected in a class, etc.)?
- Do you have a step-by-step procedure for implementing the class, including what materials are needed when?
- Is the final lesson plan easily understood and taught by staff or volunteers who may not be intimately familiar with the material or experienced at teaching?

Creating Camp Culture

What is camp culture and why is it important?

Camp culture encompasses all elements that give a camp a unique identity and sense of belonging. It includes "the pace, tone, sense of community, common vision, mission, priorities, energy level, aura, and special feel of a camp" (Jacobs, 2002). Although many camps share similar beliefs and missions, it is the culmination of all things – large and small – that create a camp's culture.

Camp culture pervades every aspect of camp and is a foundation for providing a positive youth development experience within a camping program. It is important to create a camp program that has a unique culture that defines it as different from normal afterschool activities at Youth Program facilities. By including specific elements and properly structuring activities in the schedule, traditional camp culture can be created for any type of camp.

Elements of Camp Culture

What makes up camp culture? Below are some of the many aspects of culture in a camping program (Grayson, 2002).

- Behaviors
- Beliefs
- Customs
- Norms
- Patterns
- Perceptions
- Rites
- Rituals
- Traditions
- Traits
- Uniforms
- Camp director modeling and coaching
- Formal statements of philosophy, values, mission and vision
- Role play activities
- Signs and symbols
- Songs
- Staff modeling
- Staff training
- Stories, legends, and myths
- Thought

TECHNIQUES FOR CREATING CAMP CULTURE

- ✓ **Camp themes**. Use themes to structure camp activities and curriculum. Themes create a special environment, tie together camp components, and foster creativity.

- ✓ **Utilization of small groups.** At the beginning of camp, assign each camper to a small group led by a designated adult leader or leaders for the week. By assigning each camper to a group, relationships are fostered between campers and leaders as each child has an accessible leader that he or she can refer to during the program. On the first day, group leaders should lead icebreakers and introductions so that campers can begin to develop new friendships within the group. Additionally, information about the week of camp should be provided to familiarize campers with program activities. Each day following, campers meet in small groups (morning/afternoon or both) to discuss the upcoming events, play games, and continue building a group identity. Small groups can also be utilized for class rotations, or youth can be placed in various groups in order to promote new friendships. If utilizing themes for camp, small groups can be thematically named and assigned a group color or symbol for identification to further the sense of family and camaraderie among the campers.

- ✓ **Utilization of large groups.** Gather all campers and leaders for a large meeting at least once a day. This creates a sense of unity and allows campers to identify themselves as a part of the larger camp experience. Activities during group meetings may include reminders about important events, group demonstrations, guest speakers, competitions, or games.

- ✓ **Friendly competition.** If utilizing small groups, consider organizing spirit competitions that allow groups to compete against each other in games, scavenger hunts, or other activities. Awards are not necessary (competition should not become too fierce or intense), but may include small rewards such as allowing the group to be first in line for meals, a large trophy (or other item related to the theme) that is passed from group to group (such as a large stuffed toy, sign, banner, or other object related to the theme), or small tokens. Any competitions should emphasize teamwork rather than winning (consider activities that allow "everyone" to win as well).

- ✓ **Cheers and songs.** Camp cheers and songs promote enthusiasm for camp programs and are extremely popular with campers. Cheers can be used to promote small group identity (i.e. groups compete against each other in cheer competitions or groups choose a cheer to identify them for the week) and to encourage enthusiasm during recreation and games. Songs are useful for getting the attention of children in large groups, entertaining campers while waiting for activities to begin, and creating a camp identity through a "traditional" camp song. A song book is included in Appendix D.

- ✓ **Nametags.** Camper nametags serve several purposes. Most importantly, nametags encourage staff members and campers to learn one another's names by prominently displaying each person's name. If color-coded, they can be used to distinguish between different small groups/teams of campers and further build group identity. Finally, nametags are small tokens that can be kept by campers as a souvenir from camp.

- ✓ **Flag-raising and Pledge to Allegiance.** Flag raising ceremonies and recitation of the pledge promote citizenship and can be utilized as a traditional camp ceremony. Cheers and songs can be incorporated into these ceremonies as well.

- ✓ **Spirit days.** Choose one day as "Spirit Day." Campers dress in the assigned color of their small group and compete in spirit games that are related to the theme of the week.

- ✓ **Campfires.** Campfires are a staple of traditional camping programs. Tell stories, sing songs, and eat customary campfire snacks. If a real campfire cannot be used, recreate one indoors using props and other materials. Resources for campfire activities are provided in Appendix I.

- ✓ **Traditions to start and end the day.** Begin and end each day in the same manner. Consider beginning each day with songs, cheers, and/or flag-raising as a large group, and then break into small family groups. End each day with a reflection time, either in a large group or broken into smaller groups. Ask campers to think about what was meaningful to them that day, what was their favorite activity of the day, or to share a challenge they overcame that day. By establishing camp traditions, the program takes on an identity that is separate from that of school-year programs.

- ✓ **Opening and closing ceremonies.** Plan special ceremonies to open and close camp. Ideas for opening activities include skits performed by staff, special songs, and activities. Conclude camp with talent shows, slideshows of photos from the week, reflections, awards programs, and other closing activities. These programs will set a positive the tone for the week and provide a strong ending for the camp's activities which will in turn leave a lasting impression on campers.

- ✓ **Talent shows and skits.** Another common activity to build camp culture is talent shows and skits. Talent shows build confidence by allow campers to display their unique abilities to a large group, as well as provide an opportunity for small groups to prepare and present camp skits. Talent shows can be simple or fancy. Staff can prepare skits and dances with which to entertain campers as well.

Day Camp Logistics Planning

When developing a day camp, there are two types of planning that must be considered: logistics and program planning. Logistics includes all aspects of the program that are not related to actual learning content – location, dining, risk management, transportation, etc. For many Air Force Youth Programs, some aspects of camp logistics (such as dates and some policies) will have already been decided or developed and will require little if any additional attention or preparations.

This chapter will briefly cover the logistical aspect of specialty camp planning, and will include important reminders, checklists, and timelines. More detailed information regarding logistics and each part of the planning process can be found in the Summer Camp Reference Manual.

Logistical Considerations

Site of Camp

Day camps often take place at Air Force Youth Program facilities located on each installation. However, it may be necessary to identify other facilities that will be used for specific activities (swimming, horseback riding, etc.) or field trips.

If a facility is not available and must be chosen, take into account the needs and requirements of your intended program. Are specialized facilities needed (pools, ropes equipment, recreation fields)? Are there indoor meeting and playing areas (in case of rain) that have access to restrooms and water fountains?

Date of Camp

When choosing a date for a camp program, consider school holidays, federal holidays, other local or installation events, and the availability of staff and participants. Are campers still in school during your proposed camp date? Will you have adequate time to select and train staff?

Funding and Budgets

Assess the current resources available to be used for the camping program. Are they sufficient to carry out the intended programs and activities? Or is there a gap between what is available and what is needed? Can this gap be filled through grants or is the program overzealous given the current constraints?

A budget can answer the above questions. It is important that once a budget has been established that it is strictly adhered to so as not to jeopardize the implementation of the entire camp.

Staff

A well selected and trained staff is one of the most important aspects of a successful camping program and does not occur overnight. It is essential that proper time is given to recruit, select, and train your staff before the program begins. Remember that staff includes not only counselors or group/activity leaders, but also medical staff, food service staff, and other specialized staff. For many Air Force programs, camp staff members come from within the current staffing, but consider utilizing the strengths and resources of other staff members.

Discussion on staff needs should also include the use of volunteers. It is necessary to determine the role of volunteers and what training is required for them. Think of volunteers broadly. Volunteers may come from the civilian community or may be airmen or civilian staff members who volunteer outside of their typical responsibility.

Materials, Supplies, and Equipment

After determining the type of activities that will be held, the appropriate materials, supplies, and equipment should be selected, ordered, or reserved. Allow enough time for orders to be processed and shipped so that supplies arrive prior to the beginning of camp. An exhaustive list of supplies may be difficult to create months in advance, and it may be necessary to order additional materials closer to the beginning of camp.

Food Services

Meals should be nutritional and tasty, and fall within budget guidelines. Additionally, vendors and suppliers should be chosen and contracts negotiated. Ordering schedules should be determined for the summer, since most foodstuffs are perishable and cannot be ordered in advance.

Transportation

Depending on the activities of camp (field trips, etc.), transportation may or may not play a large role in the planning process. Vehicles that fit the camp's needs should be obtained (if not already available) and contracts for their use negotiated. In addition, safe and properly licensed drivers should be hired or trained for the necessary time periods.

Risk Management

Comprehensive and proper risk management policies and procedures should be drafted in the months prior to the beginning of camp, ensuring that they do not contradict Air Force policy. This guarantees the safety of participants, but also of staff, volunteers, and any hosting organizations. Risk management procedures will span all aspects of camp from staff training and behavior, medical and health affairs, transportation, camp activities, and emergency procedures. Although the risk management process can be lengthy and tedious, it is one of the most important parts of creating a safe and successful camping program.

Health/Medical Practices

Another important staff member or volunteer to recruit is a licensed medical professional (if a current staff member is not already qualified to fill this position). This individual (or individuals) will be crucial in providing a safe camping program for all involved.

Health and medical guidelines should be created, and all staff trained in emergency medical procedures. Agreements with local hospitals and physicians must be finalized for the care of medical emergencies that cannot be properly addressed by on-site medical staff. Maps to medical facilities should be readily available.

Health related trainings, such as First Aid or CPR, need to be conducted before the start of camp. For high risk activities, seek guidance from Air Force medical personnel to ensure safety risks are minimized.

Marketing and Promotions

A marketing plan is needed to attract and recruit camp participants. The program's targeted audience will drive the marketing scheme. Marketing should start early to publicize camp dates and locations so campers can save the date before summer calendars fill up. Because camp can become an important recruitment tool for Air Force Youth Programs throughout the year, consider investing the time to recruit those youth that are not currently being served.

If a website is to be created, or posters and flyers designed and printed, adequate time should be allotted to have these items ready before recruitment begins.

Communications

Clear and timely communication will ease any apprehension that may exist for campers and parents and will provide necessary information to successfully begin the camping program. Once participants have been recruited, determine the necessary contact that must take place between the camp and participants (and their parents). The communication plan should ensure that parents and youth are well informed of the camp's activities, policies, risks, and expected behavior. It should also allow staff to collect all pertinent information from participants such as health history, emergency contacts, and waiver forms (when required).

Timelines and Task Lists

When viewed as a whole, planning a camping program can be a daunting and overwhelming challenge. However if each component is broken down into smaller parts and tasks, the process becomes manageable.

Prior to starting the planning process for each camp element, create a task list that defines each job to be completed as well as which individual (or individuals) is responsible for carrying it out. This organizes the planning process and minimizes the chance that important tasks slip through the cracks.

Timelines ensure planning progresses and is completed on time. If duties are delegated to individuals, define milestones by specifying a deliverable and a due date. Setting deadlines for tasks is helpful for managing the progress of a group – a timeline for the development process will keep the big picture in mind.

Example 2.1: Day Camp Six Month Planning Timeline

6 Months Prior to Camp

- ✓ Determine the goals and objectives of the camp program
- ✓ Conduct a SWOT* analysis of youth programs as it relates to summer camp
- ✓ Conduct a needs assessment of the target population
- ✓ Consider the types of camps to be offered (including what ages to be served)
- ✓ Determine the facilities, equipment, and staff needs
- ✓ Update staff job descriptions
- ✓ Begin staff recruitment
- ✓ Prepare a preliminary budget and determine gaps in funding
- ✓ Create action plan and assign tasks to individuals

5 Months Prior to Camp

- ✓ Confirm the dates of camp
- ✓ Finalize camp facilities (including recreation fields, pools, and as many field trip/off-installation locations as possible)
- ✓ Assess transportation needs for off-installation excursions
- ✓ Confirm agreements with necessary facilities (including fees and dates)
- ✓ Prepare marketing materials; design print and web materials as needed; print marketing materials for distribution
- ✓ Begin interviewing and selecting candidates for staff positions
- ✓ Review and update all camp policies (including risk management)

4 Months Prior to Camp

- ✓ Finalize staff selection and begin confirmation process (background checks, paperwork, etc.)
- ✓ Implement marketing plan; continue marketing until beginning of camp as necessary
- ✓ Prepare communications including registration packet, parent/guardian information
- ✓ Review all documents including health history form, incident report form, health and activity logs, emergency contact forms, etc.
- ✓ Begin planning meals and determining food service needs
- ✓ Determine camp themes, classes, and activities
- ✓ Assess materials, supplies, and equipment required

3 Months Prior to Camp

- ✓ Continue marketing camp
- ✓ Begin accepting and registering campers
- ✓ Conduct preliminary staff training (such as CPR and First Aid certification)
- ✓ Develop content for classes, activities, and programs
- ✓ Place orders or requests for necessary supplies, materials, and equipment

2 Months Prior to Camp

- ✓ Place food orders
- ✓ Continue staff training
- ✓ Continue preparations for classes and lesson plans
- ✓ Finalize all off-installation trips (including field trips) and necessary transportation
- ✓ Complete camp registration

1 Month Prior to Camp

- ✓ Ensure that camp health station/facility is stocked and prepared
- ✓ Complete staff training
- ✓ Conduct a camper and parent/guardian orientation
- ✓ Mail final information to campers and families
- ✓ Order any last minute supplies that are needed
- ✓ Finalize schedules, classes, and activities
- ✓ Prepare and clean facility as needed
- ✓ Print maps to medical facility and any off-installation sites

After Camp

- ✓ Review evaluations
- ✓ Reassess camp goals and objectives and make changes as needed
- ✓ Begin succession planning
- ✓ Review budget and make changes as needed
- ✓ Record and document any useful information that can be used in planning and implementing future camps (such as altering action plan or timeline)

*For more information about SWOT analyses, see Strategic Planning in the Air Force Camp Resources Guide.

Worksheet 2.1: Day Camp Logistical Planning Checklist

Camp Facilities	Staff Member Responsible	Date Completed	Initials
☐ Youth program facilities are reserved and prepared as needed Notes:			
☐ Field trip sites and locations have been determined Notes:			
☐ Off-installation site fees and or contracts have been determined and agreed upon by all parties Notes:			
☐ Outdoor recreation areas have been identified and are free from hazards. Notes:			
☐ Dining facilities are clean and all necessary equipment is available Notes:			
☐ Other facilities (such as pools, etc.) have been identified Notes:			
☐ All fees, contracts, agreements, and dates for facilities have been determined and finalized Notes:			

Funding and Budgets	Staff Member Responsible	Date Completed	Initials
☐ Program fees are set Notes:			
☐ Camp budget has been finalized (including program fees and appropriations) Notes:			
☐ Grants have been researched and applied to Notes:			
☐ The Sponsorship Coordinator has been contacted for in-kind donations and solicitation for program needs in the surrounding community Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Job descriptions are up to date and provided to the personnel office Notes:			
☐ Staff are interviewed and selected in a timely fashion Notes:			
☐ Training materials are up-to-date and prepared for staff members Notes:			
☐ Trainings cover required materials (such as recognizing child abuse, blood-pathogen transmission, etc.) as well as positive youth development, working with youth, and proper facilitation techniques Notes:			
☐ Specialized staffing needs (food service, health, lifeguards, sports coaches, etc.) are determined and the appropriate individuals are recruited and hired Notes:			
☐ Adequate time for training and curriculum planning is provided, especially for new staff (consider holding initial trainings in the months preceding camp if possible) Notes:			
☐ Staff are provided with the necessary resources for curriculum and program development Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Returning staff are utilized in the training and planning process in leadership roles (if possible) Notes:			
☐ Volunteer roles are developed and volunteers are recruited (consider Boy Scouts, Girl Scouts, 4-H members, college students, civic leaders, civilian community members, airmen or civilian staff members, and local educators) Notes:			
☐ Required background checks are completed Notes:			
☐ All necessary paperwork for staff members is fully completed Notes:			

Materials, Supplies, and Equipment	Staff Member Responsible	Date Completed	Initials
☐ An inventory of current supplies is taken Notes:			
☐ Medical supply needs are determined and purchased Notes:			
☐ All classes and activities are assessed for supply needs (include at-large program supplies such as nametags as well) Notes:			
☐ Order or request materials in advance, but reassess needs prior to the beginning of camp Notes:			

Food Services	Staff Member Responsible	Date Completed	Initials
☐ All meals and snacks follow proper dietary guidelines Notes:			
☐ Food orders and requests are submitted in a timely manner Notes:			
☐ Additional supplies or materials (such as utensils, plates, bowls, cooking utensils etc.) are determined and ordered Notes:			
☐ Established budget guidelines are followed Notes:			

Transportation	Staff Member Responsible	Date Completed	Initials
☐ The number of individuals requiring transportation is determined (participants and leaders/staff) Notes:			
☐ All destinations/locations are identified (field trips, other facilities, etc.) Notes:			
☐ Type of transportation to be used is determined (bus, van, public transportation, etc.) Notes:			
☐ Staff members responsible for driving have the appropriate licenses and certifications and their driving records have been checked for safety Notes:			
☐ First aid kits are prepared and stored in each vehicle Notes:			
☐ Proper insurance is obtained or verified for rented vehicles Notes:			
☐ All rental contracts are completed Notes:			
☐ Vehicles are properly maintained Notes:			

Risk Management	Staff Member Responsible	Date Completed	Initials
☐ Comprehensive staff training is completed (including but not limited to sexual assault, child abuse, health policies, emergency procedures, etc.) Notes:			
☐ Policies for individual camp aspects are defined (transportation, health, food service) Notes:			
☐ All policies and procedures are verified to fall within Air Force guidelines Notes:			
☐ Emergency procedures are developed and practiced by staff Notes:			
☐ Documentation is well understood by all staff members and is carried out in a timely and organized fashion Notes:			

Communications	Staff Member Responsible	Date Completed	Initials
☐ All forms and documents are up to date Notes:			
☐ Parents/guardians have access to necessary forms (website, mail, etc.) Notes:			
☐ Information on camp programs is prepared and readily available (website, brochures, etc.) Notes:			
☐ Camper information is collected in a timely manner (especially important information such as emergency contacts and health history) Notes:			
☐ Contact information is available to parents/guardians in case of questions and concerns Notes:			
☐ Expected behavior and code of conduct is explained to all participants and parents/guardians Notes:			
☐ A parent/guardian information packet is prepared and distributed Notes:			

Health and Medical	Staff Member Responsible	Date Completed	Initials
☐ Employees undergo proper training (health and emergency policies, CPR, First Aid, etc.) Notes:			
☐ Medical staff are indentified Notes:			
☐ Hospitals for emergency treatment are identified and contacted Notes:			
☐ Health history and emergency contact information are collected from participants and staff and stored in an easily accessible and organized location Notes:			
☐ Maps to medical facilities are copied and stored in highly visible places Notes:			
☐ Emergency numbers (911, fire, program director, etc.) are posted next to phones and in other highly visible locations Notes:			

Marketing and Promotions	Staff Member Responsible	Date Completed	Initials
☐ Advertisements for print publications (both on and off installation) are designed and submitted Notes:			
☐ Information about camp programs is located on appropriate websites with links to more information and/or registration materials Notes:			
☐ Posters and flyers are designed and hung in high traffic areas Notes:			
☐ Presentations are given to appropriate groups and audiences Notes:			
☐ Marketing and recruitment efforts are begun early so as to avoid competition with other summer activities and programs Notes:			
☐ Youth not currently being served by Youth Programs are recruited in order to increase reach and population served Notes:			

DAY CAMP PROGRAM PLANNING

Camp programs should not simply be a collection of activities and games, but a well developed succession of activities that have objectives that directly relate to the goals and mission of Air Force Youth Programs. Program planning is an essential component in the camp preparation process. Taking adequate time to plan and create an intentional and deliberate program will help ensure that your camping program is effective and successful. Program planning encompasses more than simply classes – a comprehensive planning process determines recreation, activities, themes, camp culture, and daily schedules.

As day camps are often held at Youth Programs facilities where year-long programs are conducted, program design is critical to create an experience that is differentiated from other Youth Programs activities. The following unit contains insight into program planning components – themes, schedules, and activities – that are important to consider when developing and implementing day camps. All programs should utilize positive youth development methodologies (such as the experiential learning process) to promote life skill development and to provide a meaningful camping experience for all participants. Although this unit does not include specific positive youth development methodologies, additional information regarding program and curriculum planning can be found in the Positive Youth Development Unit.

THEMES

Many camps utilize themes to structure classes and activities and tie the program together using a common thread. Themes stimulate creativity in staff and campers by providing a basis of inspiration and can also be utilized as a marketing tool.

Themes can be used in all aspects of camp by choosing classes, activities, and field trips that are centered on a common topic or area. (For example, if campers are broken into small family groups that are each led by an adult leader, groups can be named in accordance with the theme.) Instead of relating all camp activities to a central theme focus on big picture items – field trips, key classes, group activities – that can be used to communicate and structure the camp.

Additionally, themes can be utilized as a marketing tool. If 8 to 10 weeks of identical camp programs are offered, it is unlikely that youth will sign up for multiple weeks. However if each week has a different theme or focus that appeals to a wide variety of interests, campers are more likely to return for additional sessions. Of course, this requires a great deal more preparation by Youth Programs and staff members. Adequate time must be set aside and committed to program planning otherwise camp programs will be underdeveloped and staff will be ill-prepared for classes and activities.

Some examples include:

- ✓ Nature/Environmental Science/Going Green
- ✓ Taking Flight/Aerodynamics/Space
- ✓ Olympics/Around the World
- ✓ Survivor
- ✓ Down on the Farm (Agriculture)
- ✓ Water World/Under the Sea
- ✓ Healthy Living
- ✓ Hollywood
- ✓ Technology
- ✓ Indy 500/Racing

Themed Day Camp Examples

Each camp program will be unique based on the particular population served, geography, goals, objectives, needs, and interests of the group. However, below are some brief examples to jump start the brainstorming and planning process. Each example is centered on a particular theme and includes ideas for classes, activities, and field trips.

Natural Wonders/Going Green (Environmental Science)

This theme utilizes the surrounding natural environment for activities and field trips. As environmental science is a broad topic, the possibilities for subject matter are endless. Topics for classes include recycling, pollution, the water cycle, weather, alternative energy sources, and the exploration of local environments (forestry, marine science, lake/stream ecology, prairie life, mountains, etc.). Field trips to local state and national parks, recycling facilities, natural museums, and zoos are all possible to supplement camp classes and activities.

Taking Flight (Aerodynamics and Physical Science)

A camp that focuses on flight and aerodynamics is sure to interest youth of Air Force families. When creating camp classes incorporate various types of flight into the week. Youth can study birds, planes, rockets, and space travel. Activities include constructing and flying planes as teams or individuals, discovering how birds fly, and the creation and launch of rockets. Field trips can include zoos (or other aviaries), air fields, air shows, space related centers, and physical science museums.

Olympics (Healthy Living and Social Science)

An Olympic theme can be used to focus on sports, teamwork, healthy living, politics, and/or international affairs (depending on the age of campers). Campers can be split into "countries" with each group named after a real or fictitious country. If real countries are used, campers can learn about the culture, customs, and society of that country. If imaginary countries are used campers can have the opportunity to create the flag, customs, and culture of their respective groups. A day of "Olympics" is held in which the groups compete against one another in games and other team events. Classes for younger youth include healthy lifestyles, transportation, tourism, and sports while older youth focus on teambuilding, international affairs, healthy lifestyles, technology and its impact on the globe, and sports. Field trips may include local sports competitions and tours of local sports arenas/facilities.

Down on the Farm (Agriculture and Healthy Living)

Agriculture is a topic that many youth have little understanding of today. The week of camp will track food from the farm to the plate. Classes for younger youth include livestock animals, how seeds germinate, healthy lifestyles (including proper eating and exercise habits), preparation of healthy afternoon snacks, and the role of farmers. Older youth focus on healthy lifestyles, the role of agriculture in the United States, the use of technology in farming, preparation of healthy foods, organic foods, and food safety. Field trips can include visits to local farms, agricultural research station, processing plants, and other agricultural related sites.

DAY CAMP SCHEDULES

Planning a camp schedule takes time and patience. Some camps prefer to keep the same schedule daily, while others follow a different outline each day. Although having a single schedule that is repeated on consecutive days is easier for staff and campers to remember, it can restrict variety in the program (especially if the program includes field trips or other off-site outings).

Before determining a schedule, consider the following:

- What activities are planned for the week? Do campers have to travel from one location to another? How long does it take to transport campers to and from camp sites and facilities? How much time will be spent at each location?
- If traveling from location to location, how much time is necessary for campers and staff to unpack/pack and clean facilities?
- How much time is required for everyone to eat meals (taking into account the number of campers and staff members and the seating/serving capacity of dining facilities)?
- How many classes are to be offered? Considering the activities, how much time is required for each class?
- How much time will be allowed for breaks and rest periods between high energy activities? How much time is allotted in the mornings and evenings for personal time?
- What other camp activities are to be offered (such as swimming)? How long will campers need to change clothes and reach the swimming pool or lake?
- How many group meetings will be needed for the week? What activities and events will be conducted during group meetings and what amount of time is needed to complete each?
- What special activities are planned (such as opening and closing ceremonies, spirit competitions, talent show, scavenger hunts, etc.)? How much time is needed for each?
- In reviewing the facility set-up, how much time needs to be allotted to transition from one activity to another?

Identify all planned activities and events. Using the above considerations and estimations on time required for each, draft a preliminary schedule. Fill in empty spaces with time for recreation and games as well as periods of low-activity and rest. Review the draft schedule. Are activities evenly spread out (i.e. off-installation trips and field trips are taken on different days)? Does each day offer a balance of learning, creativity, fun, and physical recreation? Rearrange the schedule as necessary until a final outline is determined. If necessary, test out the schedule by driving to field trip locations and participating in the activities to get an understanding of the time required for transportation and participation.

Example 2.2: Day Camp Schedule

MONDAY
7:30 Staff meeting
8:00 Registration
8:30 Orientation
9:00 Small Group Meeting
10:10 Class 1
11:15 Recreation
12:00 Lunch/Free Time
1:00 Swim
3:00 Class 2
4:00 Class 3
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

TUESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Field Trip
12:00 Lunch/Free Time
1:00 Class 4
3:00 Recreation
4:00 Class 5
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

WEDNESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Class 6
10:30 Recreation
12:00 Lunch/Free Time
1:00 Swim
3:00 Class 7
4:00 Class 8
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

THURSDAY - Spirit Day
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Class 9
11:15 Class 10
12:00 Lunch/Free Time
1:00 Spirit Competition
4:00 Recreation
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

FRIDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Scavenger Hunt
11:15 Recreation
12:00 Lunch/Free Time
1:00 Group Meetings
2:00 Talent Show
4:00 Closing Ceremony and Slideshow
5:15 Departure
5:30 Staff meeting and preparation for next week

Example Materials for Weeklong Day Camp

Following are additional materials for the implementation of an example weeklong day camp for youth ages 9-12. The camp, Down on the Farm, focuses on agriculture, healthy living, and environmental science and has classes and activities that pertain to each topic.

This hypothetical camp has 120 campers whom have been divided into 6 groups (Apples, Oranges, Bananas, Kiwis, Blueberries, and Pomegranates) of 20 campers each. Each group is lead by two adult leaders (staff members or volunteers) and one teen leader. Campers meet in their groups for Small Group Meetings, to compete in the Spirit Competition and to participate in the Talent Show.

The additional materials illustrate the scope and sequence of the program, class rotations, and an example lesson plan.

Example 2.3: Day Camp Groups and Rotations

Six classes are taught during a class rotation and one group attends a class at a time. However, to ensure proper progression and sequencing of material, classes are taught simultaneously to different groups of campers (i.e. on Mondays the Apples and the Oranges attend Class A during Rotation 1 but are taught separately). So that campers do not have to memorize the schedule, have youth line up by family group and then have instructors/adults rotate and take roll for the group that they are assigned to teach during the specific rotation.

Monday (Each group attends 3 classes)

	Apples	Oranges	Bananas	Kiwis	Blueberries	Pomegranates
Rotation 1	Agriventures	Agriventures	Down on the Farm	Down on the Farm	Water World	Water World
Rotation 2	Water World	Water World	Agriventures	Agriventures	Down on the Farm	Down on the Farm
Rotation 3	Down on the Farm	Down on the Farm	Water World	Water World	Agriventures	Agriventures

Tuesday (Each group attends 2 classes)

	Apples	Oranges	Bananas	Kiwis	Blueberries	Pomegranates
Rotation 4	Kitchen Patrol	Kitchen Patrol	Kitchen Patrol	Food: Fast and Fun	Food: Fast and Fun	Food: Fast and Fun
Rotation 5	Food: Fast and Fun	Food: Fast and Fun	Food: Fast and Fun	Kitchen Patrol	Kitchen Patrol	Kitchen Patrol

Wednesday (Each group attends 3 classes)

	Apples	Oranges	Bananas	Kiwis	Blueberries	Pomegranates
Rotation 6	Microwave Magic	Microwave Magic	Fit & Fancy	Fit & Fancy	Easy Exercise	Easy Exercise
Rotation 7	Easy Exercise	Easy Exercise	Microwave Magic	Microwave Magic	Fit & Fancy	Fit & Fancy
Rotation 8	Fit & Fancy	Fit & Fancy	Easy Exercise	Easy Exercise	Microwave Magic	Microwave Magic

Thursday (Each group attends 2 classes)

	Apples	Oranges	Bananas	Kiwis	Blueberries	Pomegranates
Rotation 9	My Health	My Health	My Health	Conservation	Conservation	Conservation
Rotation 10	Conservation	Conservation	Conservation	My Health	My Health	My Health

Example 2.4: Day Camp Detailed Schedule

MONDAY	
Orientation	Welcome to camp, staff skit, introduce staff members and volunteers, review camp rules and guidelines
Small Group Meeting	Tour camp facilities, icebreakers, review daily schedule
Class Rotation 1	See rotation schedule
Recreation	Outdoor group games
Class Rotation 2	See rotation schedule
Class Rotation 3	See rotation schedule
Group Meeting	Reflection, reminders for following day

TUESDAY	
Small Group Meeting	Take roll, review daily schedule, games
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Field Trip	See rotation schedule
Class Rotation 4	See rotation schedule
Recreation	Dodgeball/kickball
Class Rotation 5	See rotation schedule
Group Meeting	Reflection, reminders for following day

WEDNESDAY	
Small Group Meeting	Take roll, review daily schedule, games
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Class Rotation 6	See rotation schedule
Class Rotation 7	See rotation schedule
Class Rotation 8	See rotation schedule
Group Meeting	Reflection, reminders for following day

THURSDAY - Spirit Day	
Small Group Meeting	Take roll, review daily schedule, prepare for talent show (group skit or song)
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Class Rotation 9	See rotation schedule
Class Rotation 10	See rotation schedule
Spirit Competition	Relay races and cheer competition
Recreation	Line dancing and music games
Group Meeting	Reflection, reminders for following day, prepare for talent show

FRIDAY	
Small Group Meeting	Take roll, review daily schedule, prepare for talent show
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Scavenger Hunt	Outdoor scavenger hunt
Recreation	Outdoor group games
Group Meetings	Final preparations for talent show
Talent Show	Group skits and individual camper talents
Closing Ceremony and Slideshow	Final reflection, recognition of staff and volunteers, lost and found, camper awards

WEEKLONG ACTIVITIES	
Free time	Arts and craft station, board games, movie, four square and other games with recreation equipment

EXAMPLE 2.5: DAY CAMP CLASSES AND FIELD TRIPS

Session	Title	Information
Field Trip		Tour of farm, dairy, agricultural research station, or food processing plant
Class A	Agriventures	Discuss the basic concepts and importance of agriculture and farms; what is agriculture and why is it important; farming in the 21st century
Class B	Down on the Farm	Activities and discussions on the path food takes from the farm to the table for common meals; how much energy and materials are required for common packaged foods; food processing; careers in food industry
Class C	Water World	Water is explored in this class, including the water cycle, water sources, and the environmental issues surrounding water use
Class D	Kitchen Patrol	Topics include kitchen safety (i.e. with knives, microwaves, stoves and other equipment), basic first aid, hygiene and germ control in the kitchen
Class E	Food: Fast & Fun!	Class introduces and explores MyPlate, how to plan healthy meals using the My Plate and USDA dietary guidance, importance of healthy and balanced diet
Class F	Microwave Magic	Using information gained in previous classes, campers will plan and prepare healthy meals in the microwave using provided recipes and recipes created during the class
Class G	Fit & Fancy	The final cooking class focuses on the creation of healthy afterschool snacks; campers also discuss food marketing practices and how to pick out healthy food at restaurants and stores
Class H	Easy Exercise	Discussion on the importance of regular exercise; activities to demonstrate easy ways to incorporate exercise into daily activities
Class I	My Health	Other aspects of healthy living are covered as relate to lifestyles and decision making (peer pressure, self-image, drug and alcohol use, etc.)
Class J	Conservation	Final class discusses the impact of agriculture on the planet; recycling

Example 2.6: Day Camp Lesson Plan

Class Fun on the Farm (Class A)

Topic Introduction to Agriculture and Environmental Science

Goals

1. Campers can explain what agriculture is and provide examples of agricultural products and practices
2. Campers understand connections between agriculture, environmental science, & healthy lifestyles.
3. Campers understand the importance of soil and can identify different soil types/uses.

Objectives

1. Students can identify five agricultural products at the end of class.
2. Students can define and explain the importance of agriculture.
3. Students can define environmental science & provide examples of disciplines in the field.
4. Students can list the functions of soil and identify different soil types at the end of class.

Life Skills

1. Responsible Citizenship
2. Wise Use of Resources
3. Contributions to Group Effort
4.

Materials Apples, knives (safe for youth use), paper towels, cups or containers for collecting soil, magnifying glass or microscopes (or both), hand spades, hand, sanitizer, containers for collecting organisms, plastic spoons, water, cheese cloth, large shallow pan (for collecting water), potting soil, sand, other soil samples, variety of agricultural products (ex. fruits, vegetables, cotton/wool clothes, paper, food, leather)

Resources www.agclassroom.com, www.epa.gov/oecaagct/lkids.html, http://forces.si.edu/soils, http://www.choosemyplate.gov/kids/index.html, http://urbanext.illinois.edu/soil/ http://soils.usda.gov/education/, http://soil.gsfc.nasa.gov/touchtheearth/studysoil.htm

Teaching Methods Demonstration, hands-on activities, discussion, observation

**Attach additional pages and materials as needed.*

Overview Begin class by introducing agriculture and discussing both its importance and why we are learning about it at camp. Explain how agriculture is related to all aspects of our lives including what we eat, what we wear, where we live and other products that we consume. Specifically discuss the link between agriculture, the environment, and healthy lifestyles and eating (which will form the basis of camp sessions this week). Next, the class will cover the importance of soil to agriculture, participate in the apple demonstration, and finally complete the "Playin' in the Dirt" activity where campers collect and explore different soil types from around camp.

Assess Knowledge Questions to ask to assess campers knowledge of agriculture and soil:

1. What is agriculture? Why is it important? What are some examples of agricultural products?
2. What are the basic things that people need to survive? Of these items, which do we get from agriculture?
3. What do plants and animals need to survive? How do farmers provide these for plants and animals?
4. What are some examples of agriculture besides vegetables, fruits, grains, and livestock?
5. What is soil and why is it important to agriculture? What makes up soil? What lives in soil?

Background Info To begin the class, pass out the collection of agricultural products for students to handle and share. Ask campers what the products have in common (answer – agriculture although students may say farming). Ask someone to define agriculture (Science of cultivating soil to produce crops and/or raise livestock, and the preparation of the products from crops or livestock (Stone)). Ask for & discuss examples of agriculture and agricultural products (fruits, grains, vegetables, livestock – meat, dairy, wool, leather, and horses, forestry, aquaculture, honey bees, turf etc.).

Content Ask campers to consider why it is important to understand agriculture. Ask them what are the basic things that people need to survive (as youth answer, write the answers on whiteboard or large easel notepad). Example answers include: food, shelter, water, air, clothing, medicine, love. After compiling the list, ask students which of these come either directly or indirectly from agriculture. As students answer, circle the components on the Board (note – all or most will be circled). Explain to students that it is important to learn about agriculture because so many of the materials and items that we need to survive either come directly or indirectly from agriculture.

Discuss with the campers the connections between agriculture and environmental science. Ask for a definition of environmental science (basic definition is the study of the natural world including physical, chemical and biological processes). Ask for examples of what might be studied in environmental science (air, soil, forests, water, etc.). Explain that soil is important to agriculture. Ask someone to define soil (combination of minerals, organic matter, and living organisms (Stone)). Discuss the importance of soil (support & nutrients for plants, home for living organisms, part of water cycle (Stone)). in agriculture and environmental science. Discuss if all soils are the same and what is in soil.

Examples Before beginning the experiential learning, present students with the "**Apple as the Earth** " demo (http://soil.gsfc.nasa.gov/touchtheearth/studysoil.htm) to illustrate how much soil is available for agriculture.

Apple as the Earth

Materials: 2 large apples, knife

Instructions (and instructor's script):

1. Pretend that this apple is the Earth. It represents the entire earth – the oceans, fields, mountains, swamps, lakes, rivers, cities, the Arctic, forests, deserts, islands, and rainforests.

2. Does anyone know how much of the Earth is covered by water?
    a. That's right 75% of the Earth is covered by rivers, oceans, lakes, and ponds.
    b. Cut the apple into quarters – set three to the side
    c. Explain that the ¾ of the apple set to the side represents the portion of the Earth that is covered by water (fresh and salt water). The ¼ that is left represents all of the land on the Earth.

3. What different types of landforms exist on the Earth? (Ex. desert, grassland, mountains, swamps)?
    a. The ¼ of the apple left represents all the land on the earth. What do we use land for? (Ex. cities, farming, some land we don't/can't use).
    b. Cut the ¼ piece into half (now there are two 1/8 pieces). Explain that 50% of land in the world is too hot, dry, mountainous, cold, or high for people to live (ex. deserts, polar ice caps).

4. The 1/8 of an apple that is left represents the land where people live, play, and farm. Is all land suitable for growing food? Is some land too rocky, dry, or wet to grow food in? What else besides farming and grazing do we use land for? (ex. cities, theme parks, schools, homes, sports stadiums)
    a. Cut the remaining 1/8 of an apple both horizontally and vertically so that there are now 4 pieces of 1/32 of the apple.
    b. Set aside three of the 1/32 pieces. Explain that this is land that is either unsuitable for growing food or is used for other purposes (such as cities and buildings).

5. 1/32 of the original apple is left. Peel the remaining piece. The apple peel represents the amount of soil that produces/supports food production for the entire world. Compare the apple peel to the intact apple and ask students to consider how little soil supports the total world population.

(National Aeronautics and Space Administration)

Experiential Learning

Activity

1. Divide campers into groups of 3 or 4 and give each group a hand spade and containers
2. In groups, campers collect 3 or 4 different types of soil from around camp (such as from near ponds/lakes, near forests/under trees, from fields/grassy areas, etc.)
3. Using microscopes and magnifying glasses, campers explore collected soils to determine what materials make up the soil & what organisms live in the sample (collect in separate containers)
4. Campers are given a sample of potting soil, sand, and other soil samples to compare to what was collected outside
5. As a large group, place each soil sample on a piece of cheese cloth. Have a camper (or campers) hold the cheese cloth and soil over the shallow pan while another camper slowly pours water over the soil. Discuss the different outcomes between sand, potting soil, and other soil types.

Share

Have each group share what types of soils they discovered, what the soils contained, what organisms were discovered, how well the soil held water, and what types of plants were found growing nearby.

Discussion Questions

1. What were the different types of soils groups collected? How/why are they different?
2. What organisms were found living in the soils? Why are these organisms important?
3. When water was poured over the soils was there a difference? What was it?
   Which soil samples held water the best? Which held it the least?
   Why is this important for farmers to understand and for agriculture?
4. How does pollution impact soils?

Connect and Apply

As a group discuss the importance of soils in agriculture (vegetables, fruits, and grains for food, trees for housing and paper, grass to feed livestock and pets). Ask if any campers have a vegetable or flower garden at their home, school or community – why is soil important in this instance? Discuss how soil pollution can occur (solid and chemical waste) and its impact on the environment.

Practice If time permits, allow campers to collect additional soil samples or soil organisms (be sure to return all organisms to their original habitat).

Assess Using the questions under knowledge assessment, will review important concepts and information from the class and class activities.

Reflect and closure Ask campers to think about why agriculture is important to them and ways that they can participate in agriculture at their homes, schools, or communities. Also have campers consider the impact of pollution on the natural environment and how they as individuals can prevent it.

Adaptations In case of rain, have enough different types of soil samples (sand, clay, potting soil, humus, etc.) available for each group to explore and share.

Worksheet 2.2: Day Camp Summary Checklist

Use the following checklists to review how well day camping programs utilize and incorporate elements of positive youth development (Martz et al., 2009).

Positive Relationship with a Caring Adult	Almost Always	Sometimes	Hardly Ever
Do adults exhibit a caring attitude?			
Do adults enjoy fun and games?			
Do adults make an effort to get to know campers?			
Are adults positive role models for campers?			

An Emotionally and Physically Safe Environment	Almost Always	Sometimes	Hardly Ever
Are there enough adults and teen leaders to supervise all campers?			
Are all adults and teens properly screened and trained?			
Are all adults and teens properly prepared for their roles and responsibilities?			
Is the physical environment safe?			
Do adults establish and enforce ground rules?			
Do adults make accommodations for those with special needs?			
Is safety a consideration for all activities?			
Is there plenty of water available for campers and adults?			

An Inclusive Environment	Almost Always	Sometimes	Hardly Ever
Do adults welcome all of the campers and lead group activities?			
Do adults and teens call everyone by name?			
Is there diversity among participants and is uniqueness embraced?			
Do campers communicate with respect to each other and to adults?			
Do adults listen and communicate with respect to the campers?			
Does the program offer activities that build trust?			
Is the program based on youths' needs and interests?			
Are there a variety of reflections, ceremonies, and presentations included that do not offend groups or individuals?			

Checklist adapted from National 4-H Council's "Essential Elements of 4-H Youth Development" which was adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension – Wyandot County, which was adapted from Kirk Astroth's "Critical Elements and Practices for 4-H."

Engagement in Learning

	Almost Always	Sometimes	Hardly Ever
Do youth have leadership roles?			
Do youth have choices and think for themselves?			
Are youth provided with learning opportunities that are not available at home or school?			
Is learning for discovery instead of a grade promoted?			
Are youth offered the chance to share and reflect on what they learned?			

Opportunity for Mastery

	Almost Always	Sometimes	Hardly Ever
Are a variety of hands-on learning activities offered?			
Are campers recognized for their achievements and gains in knowledge?			
Is the experiential learning model used to teach?			
Are targeted life skills taught throughout the program?			

Opportunity to See Oneself as an Active Participant in the Future

	Almost Always	Sometimes	Hardly Ever
Are campers encouraged to set goals to return in the future or as a teen or adult staff member?			
Are youth encouraged to take on new responsibilities they would not have otherwise thought possible?			

Opportunity for Self-Determination

	Almost Always	Sometimes	Hardly Ever
Do campers make choices and deal with the consequences of their choices?			
Are campers involved in the planning process?			
Do campers have the chance to serve in leadership positions?			
Do campers have the opportunity to choose between camp offerings?			
Do campers take care of themselves and their belongings?			
Are their options during free time for youth to choose from?			

Opportunity to Value and Practice Service to Others

	Almost Always	Sometimes	Hardly Ever
Do campers have a chance to mentor each other?			
Do campers take responsibility for keeping facilities clean for future use?			
Are there opportunities for camp community service?			

Specialty Camp Logistics Planning

When developing a specialty camp, there are two types of planning that must be considered: logistics and program planning. Logistics includes all aspects of the program that are not related to actual learning content – location, dining, risk management, transportation, etc. For many Air Force Youth Programs, some aspects of camp logistics (such as dates and some policies) will have already been decided or developed and will require little if any additional attention or preparations.

Depending on the type of specialty program you are hosting, determining facilities, equipment, and staffing needs may be more or less difficult. This chapter will briefly cover the logistical aspect of specialty camp planning, and will include important reminders, checklists, and timelines. More detailed information regarding logistics and each part of the planning process can be found in the Summer Camp Reference Manual.

Specialty Camp Logistical Considerations

Site of Camp

Like day camps, specialty camps often take place at Air Force Youth Program facilities located on each installation. However, it may be necessary to identify other facilities that will be used for specific activities (swimming, recreation fields, etc.) or field trips.

If a facility is not available and must be chosen, take into account the needs and requirements of your intended program. Are specialized facilities needed (pools, dance studios, kitchens, computer labs, recreation fields)? Do facilities have indoor meeting and playing areas (in case of rain) that have access to restrooms and water fountains?

Date of Camp

When choosing a date for a camp program, consider school holidays, federal holidays, other local or installation events, and the availability of staff and participants. Are campers still in school during your proposed camp date? Will you have adequate time to select and train staff?

Funding and Budgets

Assess the current resources available to be used for the camping program. Are they sufficient to carry out the intended programs and activities? Or is there a gap between what is available and what is needed? Can this gap be filled through grants or is the program overzealous given the current constraints?

A budget can answer the above questions. It is important that once a budget has been established that it is strictly adhered to so as not to jeopardize the implementation of the entire camp.

Staff

A well selected and trained staff is one of the most important aspects of a successful camping program and does not occur overnight. It is essential that proper time is given to recruit, select, and train your staff before the program begins. Remember that staff includes not only counselors or group/activity leaders, but also medical staff, food service staff, and staff that is trained for specialty programs such as computer science, physical science, sports coaching, and art instruction. For many Air Force programs, camp staff members come from within the current staffing, but consider utilizing the strengths and resources of other staff members.

Discussion on staff needs should also include the use of volunteers. It is necessary to determine the role of volunteers and what training is required for them. Think of volunteers broadly. Volunteers may come from the civilian community or may be airmen or civilian staff members who volunteer outside of their typical responsibility.

Materials, Supplies, and Equipment

After determining the type of activities that will be held, the appropriate materials, supplies, and equipment should be selected, ordered, or reserved. Allow enough time for orders to be processed and shipped so that supplies arrive prior to the beginning of camp. An exhaustive list of supplies may be difficult to create months in advance, and it may be necessary to order additional materials closer to the beginning of camp.

Food Services

Meals should be nutritional and tasty, and fall within budget guidelines. Additionally, vendors and suppliers should be chosen and contracts negotiated. Ordering schedules should be determined for the summer, since most foodstuffs are perishable and cannot be ordered in advance.

Transportation

Depending on the activities planned for the camp and the facilities being used, transportation may or may not play a large role in the planning process. Vehicles that fit the camp's needs should be obtained (if not already available) and contracts for their use negotiated. In addition, safe and properly licensed drivers should be hired or trained for the necessary time periods.

Risk Management

Comprehensive and proper risk management policies and procedures should be drafted in the months prior to the beginning of camp, ensuring that they do not contradict Air Force policy. This guarantees the safety of participants, but also of staff, volunteers, and hosting organizations. Risk management procedures will span all aspects of camp from staff training and behavior, medical and health, transportation, camp activities, and emergency procedures. Although the risk management process can be lengthy and tedious, it is one of the most important steps in creating a safe and successful camping program.

Health/Medical Practices

Another important staff member or volunteer to recruit is a licensed medical professional (if a current staff member is not already qualified to fill this position). This individual (or individuals) will be crucial in providing a safe camping program for all involved.

Health and medical guidelines should be created, and all staff trained in emergency medical procedures. Agreements with local hospitals and physicians must be finalized for the care of medical emergencies that cannot be properly addressed by on-site medical staff. Maps to medical facilities should be readily available.

Health related trainings, such as First Aid or CPR, need to be conducted before the start of camp. For high risk activities, seek guidance from Air Force medical personnel to ensure safety risks are minimized.

Marketing and Promotions

A marketing plan is needed to attract and recruit camp participants. The program's targeted audience will drive the marketing scheme. Marketing should start early to publicize camp dates and locations so campers can save the date before summer calendars fill up. Because camp can become an important recruitment tool for Air Force Youth Programs throughout the year, consider investing the time to recruit those youth that are not currently being served.

If a website is to be created, or posters and flyers designed and printed, adequate time should be allotted to have these items ready before recruitment begins.

Communications

Clear and timely communication will ease any apprehension that may exist for campers and parents and will provide necessary information to successful begin the camping program. Once participants have been recruited, determine the necessary contact that must take place between the camp and participants (and their parents). The communication plan should ensure that parents and youth are well informed of the camp's activities, policies, risks, and expected behavior. It should also allow staff to collect all pertinent information from participants such as health history, emergency contacts, and waiver forms (when required).

Timelines and Task Lists

When viewed as a whole, planning a camping program can be a daunting and overwhelming challenge. However if each component is broken down into smaller parts and tasks, the process becomes manageable.

Prior to starting the planning process for each camp element, create a task list that defines each job to be completed as well as which individual (or individuals) is responsible for carrying it out. This organizes the planning process and minimizes the chance that important tasks slip through the cracks.

Timelines ensure planning progresses and is completed on time. If duties are delegated to individuals, define milestones by specifying a deliverable and a due date. Setting deadlines for tasks is helpful for managing the progress of a group – a timeline for the development process will keep the big picture in mind.

Example 3.1: Specialty Camp Six Month Planning Timeline

6 Months Prior to Camp

- ✓ Determine the goals and objectives of the camp program
- ✓ Conduct a SWOT* analysis of youth programs as it relates to summer camp
- ✓ Conduct a needs assessment of the target population
- ✓ Consider the types of camps to be offered (including what ages to be served)
- ✓ Determine the facilities, equipment, and staff needs
- ✓ Update staff job descriptions
- ✓ Begin staff recruitment
- ✓ Prepare a preliminary budget and determine gaps in funding
- ✓ Create action plan and assign tasks to individuals

5 Months Prior to Camp

- ✓ Confirm the dates of camp
- ✓ Finalize camp facilities (including recreation fields, pools, and as many field trip/off-installation locations as possible)
- ✓ Assess transportation needs for off-installation excursions
- ✓ Confirm agreements with necessary facilities (including fees and dates)
- ✓ Prepare marketing materials; design print and web materials as needed; print marketing materials for distribution
- ✓ Begin interviewing and selecting candidates for staff positions
- ✓ Review and update all camp policies (including risk management)

4 Months Prior to Camp

- ✓ Finalize staff selection and begin confirmation process (background checks, paperwork, etc.)
- ✓ Implement marketing plan; continue marketing until beginning of camp as necessary
- ✓ Prepare communications including registration packet, parent/guardian information
- ✓ Review all documents including health history form, incident report form, health and activity logs, emergency contact forms, etc.
- ✓ Begin planning meals and determining food service needs
- ✓ Determine camp themes, classes, and activities
- ✓ Assess materials, supplies, and equipment required

3 Months Prior to Camp

- ✓ Continue marketing camp
- ✓ Begin accepting and registering campers
- ✓ Conduct preliminary staff training (such as CPR and First Aid certification)
- ✓ Develop content for classes, activities, and programs
- ✓ Place orders or requests for necessary supplies, materials, and equipment

2 Months Prior to Camp

- ✓ Place food orders
- ✓ Continue staff training
- ✓ Continue preparations for classes and lesson plans
- ✓ Finalize all off-installation trips (including field trips) and necessary transportation
- ✓ Complete camp registration

1 Month Prior to Camp

- ✓ Ensure that camp health station/facility is stocked and prepared
- ✓ Complete staff training
- ✓ Conduct a camper and parent/guardian orientation
- ✓ Mail final information to campers and families
- ✓ Order any last minute supplies that are needed
- ✓ Finalize schedules, classes, and activities
- ✓ Prepare and clean facility as needed
- ✓ Print maps to medical facility and any off-installation sites

After Camp

- ✓ Review evaluations
- ✓ Reassess camp goals and objectives and make changes as needed
- ✓ Begin succession planning
- ✓ Review budget and make changes as needed
- ✓ Record and document any useful information that can be used in planning and implementing future camps (such as altering action plan or timeline)

*For more information about SWOT analyses, see Strategic Planning in the Air Force Camp Resources Guide.

Worksheet 3.1: Specialty Camp Logistical Planning Checklist

Camp Facilities	Staff Member Responsible	Date Completed	Initials
☐ Youth program facilities are reserved and prepared as needed Notes:			
☐ Field trip sites and locations have been determined Notes:			
☐ Off-installation site fees and or contracts have been determined and agreed upon by all parties Notes:			
☐ Outdoor recreation areas have been identified and are free from hazards. Notes:			
☐ Dining facilities are clean and all necessary equipment is available Notes:			
☐ Other facilities (such as pools, etc.) have been identified Notes:			
☐ All fees, contracts, agreements, and dates for facilities have been determined and finalized Notes:			

Funding and Budgets	Staff Member Responsible	Date Completed	Initials
☐ Program fees are set Notes:			
☐ Camp budget has been finalized (including program fees and appropriations) Notes:			
☐ Grants have been researched and applied to Notes:			
☐ The Sponsorship Coordinator has been contacted for in-kind donations and solicitation for program needs in the surrounding community Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Job descriptions are up to date and provided to the personnel office Notes:			
☐ Staff are interviewed and selected in a timely fashion Notes:			
☐ Training materials are up-to-date and prepared for staff members Notes:			
☐ Trainings cover required materials (such as recognizing child abuse, blood-pathogen transmission, etc.) as well as positive youth development, working with youth, and proper facilitation techniques Notes:			
☐ Specialized staffing needs (food service, health, lifeguards, sports coaches, etc.) are determined and the appropriate individuals are recruited and hired Notes:			
☐ Adequate time for training and curriculum planning is provided, especially for new staff (consider holding initial trainings in the months preceding camp if possible) Notes:			
☐ Staff are provided with the necessary resources for curriculum and program development Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Returning staff are utilized in the training and planning process in leadership roles (if possible) Notes:			
☐ Volunteer roles are developed and volunteers are recruited (consider Boy Scouts, Girl Scouts, 4-H members, college students, civic leaders, civilian community members, airmen or civilian staff members, and local educators) Notes:			
☐ Required background checks are completed Notes:			
☐ All necessary paperwork for staff members is fully completed Notes:			

Materials, Supplies, and Equipment	Staff Member Responsible	Date Completed	Initials
☐ An inventory of current supplies is taken Notes:			
☐ Medical supply needs are determined and purchased Notes:			
☐ All classes and activities are assessed for supply needs (include at-large program supplies such as nametags as well) Notes:			
☐ Order or request materials in advance, but reassess needs prior to the beginning of camp Notes:			

Food Services	Staff Member Responsible	Date Completed	Initials
☐ All meals and snacks follow proper dietary guidelines Notes:			
☐ Food orders and requests are submitted in a timely manner Notes:			
☐ Additional supplies or materials (such as utensils, plates, bowls, cooking utensils etc.) are determined and ordered Notes:			
☐ Established budget guidelines are followed Notes:			

Transportation	Staff Member Responsible	Date Completed	Initials
☐ The number of individuals requiring transportation is determined (participants and leaders/staff) Notes:			
☐ All destinations/locations are identified (field trips, other facilities, etc.) Notes:			
☐ Type of transportation to be used is determined (bus, van, public transportation, etc.) Notes:			
☐ Staff members responsible for driving have the appropriate licenses and certifications and their driving records have been checked for safety Notes:			
☐ First aid kits are prepared and stored in each vehicle Notes:			
☐ Proper insurance is obtained or verified for rented vehicles Notes:			
☐ All rental contracts are completed Notes:			
☐ Vehicles are properly maintained Notes:			

Risk Management	Staff Member Responsible	Date Completed	Initials
☐ Comprehensive staff training is completed (including but not limited to sexual assault, child abuse, health policies, emergency procedures, etc.) Notes:			
☐ Policies for individual camp aspects are defined (transportation, health, food service) Notes:			
☐ All policies and procedures are verified to fall within Air Force guidelines Notes:			
☐ Emergency procedures are developed and practiced by staff Notes:			
☐ Documentation is well understood by all staff members and is carried out in a timely and organized fashion Notes:			

Communications	Staff Member Responsible	Date Completed	Initials
☐ All forms and documents are up to date Notes:			
☐ Parents/guardians have access to necessary forms (website, mail, etc.) Notes:			
☐ Information on camp programs is prepared and readily available (website, brochures, etc.) Notes:			
☐ Camper information is collected in a timely manner (especially important information such as emergency contacts and health history) Notes:			
☐ Contact information is available to parents/guardians in case of questions and concerns Notes:			
☐ Expected behavior and code of conduct is explained to all participants and parents/guardians Notes:			
☐ A parent/guardian information packet is prepared and distributed Notes:			

Health and Medical	Staff Member Responsible	Date Completed	Initials
☐ Employees undergo proper training (health and emergency policies, CPR, First Aid, etc.) Notes:			
☐ Medical staff are indentified Notes:			
☐ Hospitals for emergency treatment are identified and contacted Notes:			
☐ Health history and emergency contact information are collected from participants and staff and stored in an easily accessible and organized location Notes:			
☐ Maps to medical facilities are copied and stored in highly visible places Notes:			
☐ Emergency numbers (911, fire, program director, etc.) are posted next to phones and in other highly visible locations Notes:			

Marketing and Promotions	Staff Member Responsible	Date Completed	Initials
☐ Advertisements for print publications (both on and off installation) are designed and submitted Notes:			
☐ Information about camp programs is located on appropriate websites with links to more information and/or registration materials Notes:			
☐ Posters and flyers are designed and hung in high traffic areas Notes:			
☐ Presentations are given to appropriate groups and audiences Notes:			
☐ Marketing and recruitment efforts are begun early so as to avoid competition with other summer activities and programs Notes:			
☐ Youth not currently being served by Youth Programs are recruited in order to increase reach and population served Notes:			

Specialty Camp Program Planning

Camp programs should not simply be a collection of activities and games, but a well developed succession of activities that have objectives that directly relate to the goals and mission of Air Force Youth Programs. Program planning is an essential component in the camp preparation process. Taking adequate time to plan and create an intentional and deliberate program will help ensure that your camping program is effective and successful. Program planning encompasses more than simply classes – a comprehensive planning process determines recreation, activities, themes, camp culture, and daily schedules.

As specialty camps are often held at Youth Programs facilities where year-long programs are conducted, program design is critical to create an experience that is differentiated from other Youth Programs activities. The following unit contains insight into program planning components – themes, schedules, and activities – that are important to consider when developing and implementing specialty camps. Although specialty camps with vary greatly in topic and scope (sports, arts, technology, etc.), all programs should utilize positive youth development methodologies (such as the experiential learning process) to promote life skill development and to provide a meaningful camping experience for all participants. Although this unit does not include specific positive youth development methodologies, additional information regarding program and curriculum planning can be found in the Positive Youth Development Unit.

THEMES

Many camps utilize themes to structure classes and activities and tie the program together using a common thread. Themes stimulate creativity in staff and campers by providing a basis of inspiration and can also be utilized as a marketing tool.

Themes can be used in all aspects of camp by choosing classes, activities, and field trips that are centered on a common topic or area. (For example, if campers are broken into small family groups that are each led by an adult leader, groups can be named in accordance with the theme.) Instead of relating all camp activities to a central theme focus on big picture items – field trips, key classes, group activities – that can be used to communicate and structure the camp.

Example themes include:

- ✓ Going Green (Environmental Science)
- ✓ Taking Flight (Aerodynamics/Space)
- ✓ Olympics (Sports)
- ✓ Survivor (Teamwork and Leadership)
- ✓ Down on the Farm (Environmental Science)
- ✓ Hollywood (Performing Arts)
- ✓ Girl Power (Healthy Living for girls)

Camp Schedules

Planning a camp schedule takes time and patience. Some camps prefer to keep the same schedule daily, while others follow a different outline each day. Although having a single schedule that is repeated on consecutive days is easier for staff and campers to remember, it can restrict variety in the program (especially if the program includes field trips or other off-site outings).

Before determining a schedule, consider the following:

- What activities are planned for the week? Do campers have to travel from one location to another? How long does it take to transport campers to and from camp sites and facilities? How much time will be spent at each location?
- If traveling from location to location, how much time is necessary for campers and staff to unpack/pack and clean facilities?
- How much time is required for everyone to eat meals (taking into account the number of campers and staff members and the seating/serving capacity of dining facilities)?
- How many classes are to be offered? Considering the activities, how much time is required for each class?
- How much time will be allowed for breaks and rest periods between high energy activities? How much time is allotted in the mornings and evenings for personal time?
- What other camp activities are to be offered (such as swimming)? How long will campers need to change clothes and reach the swimming pool or lake?
- How many group meetings will be needed for the week? What activities and events will be conducted during group meetings and what amount of time is needed to complete each?
- What special activities are planned (such as opening and closing ceremonies, spirit competitions, talent show, scavenger hunts, etc.)? How much time is needed for each?
- In reviewing the facility set-up, how much time needs to be allotted to transition from one activity to another?

Identify all planned activities and events. Using the above considerations and estimations on time required for each, draft a preliminary schedule. Fill in empty spaces with time for recreation and games as well as periods of low-activity and rest. Review the draft schedule. Are activities evenly spread out (i.e. off-installation trips and field trips are taken on different days)? Does each day offer a balance of learning, creativity, fun, and physical recreation? Rearrange the schedule as necessary until a final outline is determined. If necessary, test out the schedule by driving to field trip locations and participating in the activities to get an understanding of the time required for transportation and participation.

Example 3.2: Full-day Specialty Camp Schedule (Sports)

MONDAY
7:30 Staff meeting
8:00 Registration
8:30 Orientation
9:00 Large Group Meeting
9:30 Small Group Meeting
10:10 Class 1
11:15 Recreation
12:00 Lunch/Free Time
1:00 Swim
3:00 Class 2
4:00 Class 3
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

TUESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Field Trip
12:00 Lunch/Free Time
1:00 Class 4
3:00 Recreation
4:00 Class 5
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

WEDNESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Class 6
10:30 Recreation
12:00 Lunch/Free Time
1:00 Swim
3:00 Class 7
4:00 Class 8
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

THURSDAY - Spirit Day
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:10 Class 9
11:15 Swim
12:00 Lunch/Free Time
1:00 Spirit Competition
4:00 Class 10
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

FRIDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:30 Olympic Scrimmages
12:00 Lunch/Free Time
1:00 Olympic Scrimmages
4:00 Closing Ceremony and Slideshow
5:00 Group Meeting
5:15 Departure
5:30 Staff meeting

Example 3.3: Half-day Specialty Sports Camp Schedule (technology/arts/science)

MONDAY
7:30 Staff meeting
8:00 Registration
8:30 Orientation
9:00 Small Group Meeting
9:30 Class 1
10:30 Recreation
11:00 Class 2
12:00 Lunch/Free Time
12:30pm Departure
1:00pm Staff Meeting

TUESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:00 Class 3
10:30 Swim
12:00 Lunch/Free Time
12:30pm Departure
1:00pm Staff Meeting

WEDNESDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:00 Class 4
10:00 Recreation
11:00 Class 5
12:00 Lunch/Free Time
12:30pm Departure
1:00pm Staff Meeting

THURSDAY - Spirit Day
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
8:50 Large Group Meeting
9:00 Class 6
10:30 Swim
12:00 Lunch/Free Time
12:30pm Departure
1:00pm Staff Meeting

FRIDAY
7:30 Staff meeting
8:00 Arrive and eat Breakfast
8:30 Small Group Meeting
9:00 Class 7
10:00 Recreation
10:30 Closing Ceremony/Skits/Slideshow
12:00 Lunch/Free Time
12:30pm Departure
1:00pm Staff Meeting

Example Materials for Weeklong Sports Camp

Following are additional materials for the implementation of an example weeklong sports camp for youth ages 9-12. The camp focuses on individual and team sports, healthy living, and teamwork and utilizes an Olympic theme. Throughout the week campers learn about several different sports while competing in groups for the Gold, Silver, and Bronze medal.

This hypothetical camp has 120 campers whom have been divided into 6 groups of 20 campers each. Each group is named after a country and is lead by two adult leaders (staff members or volunteers) and one teen leader. Campers meet in their Country Groups for Small Group Meetings, to compete in the Spirit Competition, and to participate in the Olympic Scrimmages.

The additional materials illustrate the scope and sequence of the program, class rotations, and an example lesson plan.

Example 3.4: Specialty Camp Groups and Rotations

Six classes are taught during a class rotation and one group attends a class at a time. However, to ensure proper progression and sequencing of material classes are taught simultaneously to different groups of campers (i.e. on Mondays Russia and the South Africa attend Class A during Rotation 1 but are taught separately). So that campers do not have to memorize the schedule, have youth line up by Color Group and then have instructors/adults rotate and take roll for the group that they are assigned to teach during the specific rotation.

Monday (Each group attends 3 classes)

	Russia	South Africa	Brazil	China	Germany	Mexico
Rotation 1	Class A	Class A	Class B	Class B	Class C	Class C
Rotation 2	Class C	Class C	Class A	Class A	Class B	Class B
Rotation 3	Class B	Class B	Class C	Class C	Class A	Class A

Tuesday (Each group attends 2 classes)

	Russia	South Africa	Brazil	China	Germany	Mexico
Rotation 4	Class D	Class D	Class D	Class E	Class E	Class E
Rotation 5	Class E	Class E	Class E	Class D	Class D	Class D

Wednesday (Each group attends 3 classes)

	Russia	South Africa	Brazil	China	Germany	Mexico
Rotation 6	Class F	Class F	Class G	Class G	Class H	Class H
Rotation 7	Class H	Class H	Class F	Class F	Class G	Class G
Rotation 8	Class G	Class G	Class H	Class H	Class F	Class F

Thursday (Each group attends 2 classes)

	Russia	South Africa	Brazil	China	Germany	Mexico
Rotation 9	Class I	Class I	Class I	Class J	Class J	Class J
Rotation 10	Class J	Class J	Class J	Class I	Class I	Class I

Example 3.5: Specialty Camp Detailed Schedule

MONDAY	
Orientation	Welcome to camp, staff skit, introduce staff members and volunteers, review camp rules and guidelines
Small Group Meeting	Tour camp facilities, icebreakers, review daily schedule
Class Rotation 1	See rotation schedule
Recreation	Outdoor group games
Class Rotation 2	See rotation schedule
Class Rotation 3	See rotation schedule
Group Meeting	Reflection, reminders for following day

TUESDAY	
Small Group Meeting	Take roll, review daily schedule, games
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Field Trip	See rotation schedule
Class Rotation 4	See rotation schedule
Recreation	Dodgeball/kickball
Class Rotation 5	See rotation schedule
Group Meeting	Reflection, reminders for following day

WEDNESDAY	
Small Group Meeting	Take roll, review daily schedule, games
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Class Rotation 6	See rotation schedule
Recreation	Line dancing and music games
Class Rotation 7	See rotation schedule
Class Rotation 8	See rotation schedule
Group Meeting	Reflection, reminders for following day

THURSDAY - Spirit Day	
Small Group Meeting	Take roll, review daily schedule, prepare for spirit competition
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Class Rotation 9	See rotation schedule
Class Rotation 10	See rotation schedule
Spirit Competition	Relay races and cheer competition
Group Meeting	Reflection, reminders for following day, prepare for talent how

FRIDAY	
Small Group Meeting	Take roll, review daily schedule
Large Group Meeting	Cheers, flag raising, pledge, group reminders
Olympic Scrimmages	Campers compete in badminton and archery by groups/teams
Olympic Scrimmages	Campers compete in basketball and soccer by groups/teams
Closing Ceremony and Slideshow	Final reflection, recognition of staff and volunteers, lost and found, camper awards

WEEKLONG ACTIVITIES	
Free time	Arts and craft station, board games, movie, four square and other games with recreation equipment

Example 3.6: Specialty Camp Classes and Field Trips

Session	Topic	Information
Small Group Meetings	Teambuilding	Create group name and flag (to be used in Spirit Competition and Olympic Scrimmages); name games; icebreakers; other games; group reflection
Field Trip	Sports	Field trip to local sporting venue and meet and greet with athletes
Class A	Sports	Badminton (or Volleyball) Instruction
Class B	Sports	Archery (or Kickball) Instruction
Class C	Sports	Practice Session – Campers have the choice of practicing badminton or archery through competitive scrimmages in the practice session.
Class D	Teambuilding 1	Class focuses on the aspects of teambuilding through teambuilding activities and debriefing sessions.
Class E	Teambuilding 2	Class continues to build on the aspects of teambuilding in the first class through teambuilding activities and debriefing sessions.
Class F	Sports	Basketball Instruction
Class G	Sports	Soccer (or Ultimate Frisbee) Instruction
Class H	Sports	Practice Session – Campers have the choice of practicing basketball or soccer through competitive scrimmages in the practice session.
Class I	Healthy Living	Class introduces and explores ChooseMyPlate.gov and USDA Food Guidance, how to plan healthy meals using the USDA My Plate, and importance of healthy and balanced diet. Campers also learn about and practice making healthy afternoon snacks.
Class J	Healthy Living	Discussion on the importance of regular exercise; activities to demonstrate easy ways to incorporate exercise into daily activities.
Spirit Competition	Teambuilding/Sports	The spirit competition consists of relay races, tug of war, and cheer competition between the groups.
Olympics Scrimmages	Teambuilding/Sports	Campers compete by group in badminton, archery, basketball, and soccer; all campers compete in at least one event

Example 3.7: Specialty Camp Lesson Plan

Class Fit 'N Fun

Topic Making Healthy Eating Choices

Goals

1. Campers can interpret the new USDA MyPlate (ChooseMyPlate.gov)
2. Campers can explain the importance of a balanced diet

Objectives

1. Campers can read and interpret food labels
2. Campers can distinguish between healthy and unhealthy snacks
3. Campers can plan and create a healthy afternoon snack
4. Campers can identify and explain the importance of each food group

Life Skills

1. Healthy Lifestyle Choices
2. Disease Prevention
3. Contributions to Group Effort
4. Self-responsibility

Materials

2–3 cups each of pineapple, strawberry, banana, mango, kiwi, blueberry, peaches (or other fruit)

2–4 quarts of frozen yogurt (vanilla)

Cups, serving utensils, spoons, straws, napkins

Chart paper and markers

4–5 blenders

1–2 quarts of orange juice (or other 100 juice)

Many different examples of food nutrition labels (especially from common snacks)

Large container of ice

Small paper or plastic cups

Resources http://www.choosemyplate.gov/kids/index.html

Teaching Methods Demonstration, observation, hands-on activity

Overview Begin the class by introducing the topic of healthy living. Ask students what athletes do to

excel at their sport. Common answers will include practice, lift weights, run, etc. Emphasis that athletes must also eat healthy to become the best at their sport in addition to exercising. Explain that it is the same for everyone – we must all eat a balanced diet in order to maintain a healthy body, to not get ill, and to grow into healthy teens and adults. After introducing the class, the topics will include understanding the new ChooseMyPlate.gov, how to read food nutritional labels, choosing healthy food options, and how to make healthy afternoon snacks.

Assess Knowledge Questions to ask to assess campers knowledge of healthy living:

1. Why is eating healthy important?
2. What nutrients should your body receive each day? Why is each nutrient important to your body?
3. What makes food healthy or unhealthy?
4. What is a balanced diet? Why is it important?
5. What are unhealthy afternoon snacks? What are healthy afternoon snacks?

Background Info Begin the class by introducing the topic of healthy living. Ask students what athletes do to excel at their sport. Common answers will include practice, lift weights, run, etc. Emphasis that athletes must also eat healthy to become the best at their sport in addition to exercising. Explain that it is the same for everyone – we must all eat a balanced diet in order to maintain a healthy body, to not get ill, and to grow into healthy teens and adults.

Content Review the new USDA Food Guidance at ChooseMyPlate.gov/kids/ Discuss the importance of each food group and the nutrients that each provides. For each food group, have students provide examples of healthy and unhealthy choices of food. Explain how MyPlate can be used to develop a healthy and balanced meal/diet and why a balanced diet is essential to healthy living. Emphasize that a balanced diet includes at least whole grains, many different kinds of vegetables (including dark green and orange vegetables), many different kinds of fruit (and that they should consume fruit not fruit juice), lean meats and proteins, and calcium-rich foods (United States Food and Nutrition Service, 2005). Pass out the food nutrition labels from common foods that youth consume and explain how to read and interpret the labels. Have youth share the information on their label and discuss which foods are healthy to have as an afternoon snack. Finally, discuss choosing afterschool snacks and how snacks are important to overall health.

Examples The facilitator asks how much time it takes to prepare a tasty and healthy snack. The facilitator then demonstrates the creation of a strawberry-banana smoothie by adding ½ cup of frozen yogurt, ⅓ cup of banana, and ⅓ cup of strawberries inside the blender. Then, the facilitator will add ice and orange juice and blend the smoothie, passing out the results for campers to taste.

Experiential Learning

Activity — Review blender instructors and safety with the class. Break the class into groups of 3–4 and assign each group a blender and measuring cups. Each group will then create and name their own smoothie, using the fruits and other ingredients provided in the class.

Share — After each group has created a smoothie, allow campers to share and taste test each smoothie.

Discussion Questions — After campers have created and tasted the smoothies, discuss the following:

1. Why are smoothies a healthy snack? What nutrients do they provide to our bodies?
2. What ingredients could we add to our smoothies that we left out today? Could we use foods from other food groups (such as some vegetables or wheat germ)? Why would this make our smoothie healthier?
3. What ingredients should not be added to our smoothie (i.e. sugar, ice cream high in sugar)? Why not?

Connect — Have the students write down how many snacks they eat every day. Then ask them to name each of the snacks they would eat in a regular day. Share the lists with the group. The facilitator will write the different snacks on the board or chart paper. Then, with two different colored markers, the facilitator will ask the students which foods on the board are unhealthy. The facilitator will circle those foods in red. Then the facilitator will ask the students which foods on the board are healthy. and then circle those words blue. The facilitator will then ask: Why are these snacks healthy or unhealthy? What are other healthy options for afternoon snacks?

Apply — Have campers discuss what their family could do to eat healthier at home, and how they can make healthy eating choices at school.

Practice — If time remains, allow campers to create and taste-test new smoothies, or make fruit salad using the remaining ingredients.

Assess — To assess the learning that has occurred, review the knowledge assessment questions that were presented at the beginning of the class.

Reflect and closure — To close the class, remind campers the importance of healthy food choices and how these choices impact our body and our performance in sports. Challenge students to eat healthier at home and school and to encourage their families to do so as well.

Adaptations — Before beginning the class, consider food allergies that students may have (check health and medical info) and provide alternative ingredients if necessary.

Worksheet 3.2: Specialty Camp Summary Checklist

Use the following checklists to review how well day camping programs utilize and incorporate elements of positive youth development.

Positive Relationship with a Caring Adult	Almost Always	Sometimes	Hardly Ever
Do adults exhibit a caring attitude?			
Do adults enjoy fun and games?			
Do adults make an effort to get to know campers?			
Are adults positive role models for campers?			

An Emotionally and Physically Safe Environment	Almost Always	Sometimes	Hardly Ever
Are there enough adults and teen leaders to supervise all campers?			
Are all adults and teens properly screened and trained?			
Are all adults and teens properly prepared for their roles and responsibilities?			
Is the physical environment safe?			
Do adults establish and enforce ground rules?			
Do adults make accommodations for those with special needs?			
Is safety a consideration for all activities?			
Is there plenty of water available for campers and adults?			

An Inclusive Environment	Almost Always	Sometimes	Hardly Ever
Do adults welcome all of the campers and lead group activities?			
Do adults and teens call everyone by name?			
Is there diversity among participants and is uniqueness embraced?			
Do campers communicate with respect to each other and to adults?			
Do adults listen and communicate with respect to the campers?			
Does the program offer activities that build trust?			
Is the program based on youths' needs and interests?			
Are there a variety of reflections, ceremonies, and presentations included that do not offend groups or individuals?			

Checklist adapted from National 4-H Council's "Essential Elements of 4-H Youth Development" which was adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension – Wyandot County, which was adapted from Kirk Astroth's "Critical Elements and Practices for 4-H."

Engagement in Learning

	Almost Always	Sometimes	Hardly Ever
Do youth have leadership roles?			
Do youth have choices and think for themselves?			
Are youth provided with learning opportunities that are not available at home or school?			
Is learning for discovery instead of a grade promoted?			
Are youth offered the chance to share and reflect on what they learned?			

Opportunity for Mastery

	Almost Always	Sometimes	Hardly Ever
Are a variety of hands-on learning activities offered?			
Are campers recognized for their achievements and gains in knowledge?			
Is the experiential learning model used to teach?			
Are targeted life skills taught throughout the program?			

Opportunity to See Oneself as an Active Participant in the Future

	Almost Always	Sometimes	Hardly Ever
Are campers encouraged to set goals to return in the future or as a teen or adult staff member?			
Are youth encouraged to take on new responsibilities they would not have otherwise thought possible?			

Opportunity for Self-Determination

	Almost Always	Sometimes	Hardly Ever
Do campers make choices and deal with the consequences of their choices?			
Are campers involved in the planning process?			
Do campers have the chance to serve in leadership positions?			
Do campers have the opportunity to choose between camp offerings?			
Do campers take care of themselves and their belongings?			
Are their options during free time for youth to choose from?			

Opportunity to Value and Practice Service to Others

	Almost Always	Sometimes	Hardly Ever
Do campers have a chance to mentor each other?			
Do campers take responsibility for keeping facilities clean for future use?			
Are there opportunities for camp community service?			

Residential Camp Logistics Planning

When developing a residential camp, there are two types of planning that must be considered: logistics and program planning. Logistics includes all aspects of the program that are not related to actual learning content – location, dining, risk management, transportation, etc. For many Air Force Youth Programs, some aspects of camp logistics (such as dates and some policies) will have already been decided or developed and will require little if any additional attention or preparations.

Depending on the type of residential program you are hosting, determining facilities, equipment, and staffing needs may be more or less difficult. This chapter will briefly cover the logistical aspect of specialty camp planning, and will include important reminders, checklists, and timelines. More detailed information regarding logistics and each part of the planning process can be found in the Summer Camp Reference Manual.

Logistical Considerations

Site of Camp

Residential camps may be difficult to hold at Air Force Youth Program facilities if appropriate lodging is not available. If on installation facilities are unavailable, consider local camp facilities that can be rented weekly. Contact local summer camps to determine if there are dates that the facilities are available. Determine the type of residential facilities that are needed and where campers and adults will be housed. When touring rental facilities, take into account the needs and requirements of your intended program. Are specialized facilities and equipment needed (pools, ropes equipment, recreation fields)? Are there indoor meeting and playing areas (in case of inclement weather) that have access to restrooms and water fountains?

If a traditional "camp" facility is not available, a residential camping program can be based out of a hotel with classes taking place in hotel meeting rooms and field trips to local sites to supplement the program.

Date of Camp

When choosing a date for a camp program, consider school holidays, federal holidays, other local or installation events, and the availability of staff and participants. Are campers still in school during your proposed camp date? Will you have adequate time to select and train staff?

Funding and Budgets

Assess the current resources available to be used for the camping program. Are they sufficient to carry out the intended programs and activities? Or is there a gap between what is available and what is needed? Can this gap be filled through grants or is the program overzealous given the current constraints?

A budget can answer the above questions. It is important that once a budget has been established that it is strictly adhered to so as not to jeopardize the implementation of the entire camp.

Staff

A well selected and trained staff is one of the most important aspects of a successful camping program and does not occur overnight. It is essential that proper time is given to recruit, select, and train your staff before the program begins. Remember that staff includes not only counselors or group/activity leaders, but also medical staff, food service staff, and specialty staff (for programs such as waterfront and ropes). For many Air Force programs, camp staff members come from within the current staffing, but consider utilizing the strengths and resources of other staff members.

Discussion on staff needs should also include the use of volunteers. It is necessary to determine the role of volunteers and what training is required for them. Think of volunteers broadly. Volunteers may come from the civilian community or may be airmen or civilian staff members who volunteer outside of their typical responsibility.

If renting a facility for your camp, some facility staff members may be available for specific programming areas such as waterfront and ropes courses.

Materials, Supplies, and Equipment

After determining the type of camp that will be held, the appropriate materials, supplies, and equipment should be selected, ordered, or reserved. Allow enough time for orders to be processed and shipped so that supplies arrive prior to the beginning of camp. An exhaustive list of supplies may difficult to create months in advance, and it may be necessary to order additional materials closer to the beginning of camp.

For camps that are utilizing a rental facility, determine what supplies and equipment are included at the site, and what must be brought or purchased separately.

Food Services

Meals should be nutritional and tasty, and fall within budget guidelines. Additionally, vendors and suppliers should be chosen and contracts negotiated. Ordering schedules should be determined for the summer, since most foodstuffs are perishable and cannot be ordered in advance.

It is common for meals to be included in the agreement for rental facilities. If this is the case, meet with food services staff to review menus and snacks for the week.

Transportation

Depending on the activities of camp (field trips, etc.), transportation may or may not play a large role in the planning process. Vehicles that fit the camp's needs should be obtained (if not already available) and contracts for their use negotiated. In addition, safe and properly licensed drivers should be hired or trained for the necessary time periods.

Risk Management

Comprehensive and proper risk management policies and procedures should be drafted in the months prior to the beginning of camp, ensuring that they do not contradict Air Force policy. This guarantees the safety of participants, but also of staff, volunteers, and hosting organizations. Risk management procedures will span all aspects of camp from staff training and behavior, medical and health, transportation, camp activities, and emergency procedures. Although the risk management process can be lengthy and tedious, it is one of the most important steps in creating a safe and successful camping program.

If renting a facility, review the camp's policies and procedures and ensure that all Air Force staff members are familiar with the guidelines.

Health/Medical Practices

Another important staff member or volunteer to recruit is a licensed medical professional (if a current staff member is not already qualified to fill this position). This individual (or individuals) will be crucial in providing a safe camping program for all involved.

Health and medical guidelines should be created, and all staff aware of emergency medical procedures. Agreements with local hospitals and physicians must be finalized for the care of medical emergencies that cannot be properly addressed by on-site medical staff. Maps to medical facilities should be readily available.

Marketing and Promotions

A marketing plan is needed to attract and recruit camp participants. The program's targeted audience will drive the marketing scheme. Marketing should start early to publicize camp dates and locations so campers can save the date before summer calendars fill up. Because camp can become an important recruitment tool for Air Force Youth Programs throughout the year, consider investing the time to recruit those youth that are not currently being served.

If a website is to be created, or posters and flyers designed and printed, adequate time should be allotted to have these items ready before recruitment begins.

Communications

Once participants have been recruited, there is necessary communication that must take place between the camp and participants (and their parents). The communication plan should ensure that parents and youth are well informed of the camp's activities, policies, risks, and expected behavior. It should also allow staff to collect all pertinent information from participants such as health history and emergency contacts. Clear and timely communication will ease any apprehension that may exist for campers and parents and will provide necessary information to successfully begin the camping program.

Timelines and Task Lists

When viewed as a whole, planning a camping program can be a daunting and overwhelming challenge. However if each component is broken down into smaller parts and tasks, the process becomes manageable.

Prior to starting the planning process for each camp element, create a task list that defines each job to be completed as well as which individual (or individuals) is responsible for carrying it out. This organizes the planning process and minimizes the chance that important tasks slip through the cracks.

Timelines ensure planning progresses and is completed on time. If duties are delegated to individuals, define milestones by specifying a deliverable and a due date. Setting deadlines for tasks is helpful for managing the progress of a group – a timeline for the development process will keep the big picture in mind.

Example 4.1: Residential Camp Six Month Planning Timeline

6 Months Prior to Camp

- ✓ Determine the goals and objectives of the camp program
- ✓ Conduct a SWOT* analysis of youth programs as it relates to summer camp
- ✓ Conduct a needs assessment of the target population
- ✓ Consider the types of camps to be offered (including what ages to be served)
- ✓ Determine the facilities, equipment, and staff needs
- ✓ Update staff job descriptions
- ✓ Begin staff recruitment
- ✓ Prepare a preliminary budget and determine gaps in funding
- ✓ Create action plan and assign tasks to individuals

5 Months Prior to Camp

- ✓ Confirm the dates of camp
- ✓ Finalize camp facilities (including recreation fields, pools, and as many field trip/off-installation locations as possible)
- ✓ Assess transportation needs for off-installation excursions
- ✓ Confirm agreements with necessary facilities (including fees and dates)
- ✓ Prepare marketing materials; design print and web materials as needed; print marketing materials for distribution
- ✓ Begin interviewing and selecting candidates for staff positions
- ✓ Review and update all camp policies (including risk management)

4 Months Prior to Camp

- ✓ Finalize staff selection and begin confirmation process (background checks, paperwork, etc.)
- ✓ Implement marketing plan; continue marketing until beginning of camp as necessary
- ✓ Prepare communications including registration packet, parent/guardian information
- ✓ Review all documents including health history form, incident report form, health and activity logs, emergency contact forms, etc.
- ✓ Begin planning meals and determining food service needs
- ✓ Determine camp themes, classes, and activities
- ✓ Assess materials, supplies, and equipment required

3 Months Prior to Camp

- ✓ Continue marketing camp
- ✓ Begin accepting and registering campers
- ✓ Conduct preliminary staff training (such as CPR and First Aid certification)
- ✓ Develop content for classes, activities, and programs
- ✓ Place orders or requests for necessary supplies, materials, and equipment

2 Months Prior to Camp

- ✓ Place food orders
- ✓ Continue staff training
- ✓ Continue preparations for classes and lesson plans
- ✓ Finalize all off-installation trips (including field trips) and necessary transportation
- ✓ Complete camp registration

1 Month Prior to Camp

- ✓ Ensure that camp health station/facility is stocked and prepared
- ✓ Complete staff training
- ✓ Conduct a camper and parent/guardian orientation
- ✓ Mail final information to campers and families
- ✓ Order any last minute supplies that are needed
- ✓ Finalize schedules, classes, and activities
- ✓ Prepare and clean facility as needed
- ✓ Print maps to medical facility and any off-installation sites

After Camp

- ✓ Review evaluations
- ✓ Reassess camp goals and objectives and make changes as needed
- ✓ Begin succession planning
- ✓ Review budget and make changes as needed
- ✓ Record and document any useful information that can be used in planning and implementing future camps (such as altering action plan or timeline)

*For more information about SWOT analyses, see Strategic Planning in the Air Force Camp Resources Guide.

Worksheet 4.1: Residential Camp Logistical Planning Checklist

Camp Facilities	Staff Member Responsible	Date Completed	Initials
☐ Youth program facilities are reserved and prepared as needed OR rental facility has been identified and reserved Notes:			
☐ Field trip sites and locations have been determined Notes:			
☐ Off-installation site fees and or contracts have been determined and agreed upon by all parties Notes:			
☐ Outdoor recreation areas have been identified and are free from hazards. Notes:			
☐ Dining facilities are clean and all necessary equipment is available Notes:			
☐ Other facilities (such as pools, etc.) have been identified Notes:			
☐ All fees, contracts, agreements, and dates for facilities have been determined and finalized Notes:			

Funding and Budgets	Staff Member Responsible	Date Completed	Initials
☐ Program fees are set Notes:			
☐ Camp budget has been finalized (including program fees and appropriations) Notes:			
☐ Grants have been researched and applied to Notes:			
☐ The Sponsorship Coordinator has been contacted for in-kind donations and solicitation for program needs in the surrounding community Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Job descriptions are up to date and provided to the personnel office Notes:			
☐ Staff are interviewed and selected in a timely fashion Notes:			
☐ Training materials are up-to-date and prepared for staff members Notes:			
☐ Trainings cover required materials (such as recognizing child abuse, blood-pathogen transmission, etc.) as well as positive youth development, working with youth, and proper facilitation techniques Notes:			
☐ Specialized staffing needs (food service, health, lifeguards, sports coaches, etc.) are determined and the appropriate individuals are recruited and hired Notes:			
☐ Adequate time for training and curriculum planning is provided, especially for new staff (consider holding initial trainings in the months preceding camp if possible) Notes:			
☐ Staff are provided with the necessary resources for curriculum and program development Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Returning staff are utilized in the training and planning process in leadership roles (if possible) Notes:			
☐ Volunteer roles are developed and volunteers are recruited (consider Boy Scouts, Girl Scouts, 4-H members, college students, civic leaders, civilian community members, airmen or civilian staff members, and local educators) Notes:			
☐ Required background checks are completed Notes:			
☐ All necessary paperwork for staff members is fully completed Notes:			

Materials, Supplies, and Equipment	Staff Member Responsible	Date Completed	Initials
☐ An inventory of current supplies is taken Notes:			
☐ Medical supply needs are determined and purchased Notes:			
☐ All classes and activities are assessed for supply needs (include at-large program supplies such as nametags as well) Notes:			
☐ Order or request materials in advance, but reassess needs prior to the beginning of camp Notes:			

Food Services	Staff Member Responsible	Date Completed	Initials
☐ All meals and snacks follow proper dietary guidelines Notes:			
☐ Food orders and requests are submitted in a timely manner Notes:			
☐ Additional supplies or materials (such as utensils, plates, bowls, cooking utensils etc.) are determined and ordered Notes:			
☐ Established budget guidelines are followed Notes:			

Transportation	Staff Member Responsible	Date Completed	Initials
☐ The number of individuals requiring transportation is determined (participants and leaders/staff) Notes:			
☐ All destinations/locations are identified (field trips, other facilities, etc.) Notes:			
☐ Type of transportation to be used is determined (bus, van, public transportation, etc.) Notes:			
☐ Staff members responsible for driving have the appropriate licenses and certifications and their driving records have been checked for safety Notes:			
☐ First aid kits are prepared and stored in each vehicle Notes:			
☐ Proper insurance is obtained or verified for rented vehicles Notes:			
☐ All rental contracts are completed Notes:			
☐ Vehicles are properly maintained Notes:			

Risk Management	Staff Member Responsible	Date Completed	Initials
☐ Comprehensive staff training is completed (including but not limited to sexual assault, child abuse, health policies, emergency procedures, etc.) Notes:			
☐ Policies for individual camp aspects are defined (transportation, health, food service) Notes:			
☐ All policies and procedures are verified to fall within Air Force guidelines Notes:			
☐ Emergency procedures are developed and practiced by staff Notes:			
☐ Documentation is well understood by all staff members and is carried out in a timely and organized fashion Notes:			
☐ If using a rental facility, all staff members are familiar with the facility's policies and guidelines Notes:			

Communications	Staff Member Responsible	Date Completed	Initials
☐ All forms and documents are up to date Notes:			
☐ Parents/guardians have access to necessary forms (website, mail, etc.) Notes:			
☐ Information on camp programs is prepared and readily available (website, brochures, etc.) Notes:			
☐ Camper information is collected in a timely manner (especially important information such as emergency contacts and health history) Notes:			
☐ Contact information is available to parents/guardians in case of questions and concerns Notes:			
☐ Expected behavior and code of conduct is explained to all participants and parents/guardians Notes:			
☐ A parent/guardian information packet is prepared and distributed Notes:			

Health and Medical	Staff Member Responsible	Date Completed	Initials
☐ Employees undergo proper training (health and emergency policies, CPR, First Aid, etc.) Notes:			
☐ Medical staff are indentified Notes:			
☐ Hospitals for emergency treatment are identified and contacted Notes:			
☐ Health history and emergency contact information are collected from participants and staff and stored in an easily accessible and organized location Notes:			
☐ Maps to medical facilities are copied and stored in highly visible places Notes:			
☐ Emergency numbers (911, fire, program director, etc.) are posted next to phones and in other highly visible locations Notes:			

Marketing and Promotions	Staff Member Responsible	Date Completed	Initials
☐ Advertisements for print publications (both on and off installation) are designed and submitted Notes:			
☐ Information about camp programs is located on appropriate websites with links to more information and/or registration materials Notes:			
☐ Posters and flyers are designed and hung in high traffic areas Notes:			
☐ Presentations are given to appropriate groups and audiences Notes:			
☐ Marketing and recruitment efforts are begun early so as to avoid competition with other summer activities and programs Notes:			
☐ Youth not currently being served by Youth Programs are recruited in order to increase reach and population served Notes:			

Residential Camp Program Planning

Camp programs should not simply be a collection of activities and games, but a well developed succession of activities that have objectives that directly relate to the goals and mission of Air Force Youth Programs. Program planning is an essential component in the camp preparation process. Taking adequate time to plan and create an intentional and deliberate program will help ensure that your camping program is effective and successful. Program planning encompasses more than simply classes – a comprehensive planning process determines recreation, activities, themes, camp culture, and daily schedules.

The following unit contains insight into program planning components – themes, schedules, and activities – that are important to consider when developing and implementing residential camps. All programs should utilize positive youth development methodologies (such as the experiential learning process) to promote life skill development and to provide a meaningful camping experience for all participants. Although this unit does not include specific positive youth development methodologies, additional information regarding program and curriculum planning can be found in the Positive Youth Development Unit.

THEMES

Many camps utilize themes to structure classes and activities and tie the program together using a common thread. Themes stimulate creativity in staff and campers by providing a basis of inspiration and can also be utilized as a marketing tool.

Themes can be used in all aspects of camp by choosing classes, activities, and field trips that are centered on a common topic or area. (For example, if campers are broken into small family groups that are each led by an adult leader, groups can be named in accordance with the theme.) Instead of relating all camp activities to a central theme focus on big picture items – field trips, key classes, group activities – that can be used to communicate and structure the camp.

Example themes include:

- ✓ Going Green (Environmental Science)
- ✓ Taking Flight (Aerodynamics/Space)
- ✓ Olympics (Sports)
- ✓ Survivor (Teamwork and Leadership)
- ✓ Down on the Farm (Environmental Science)
- ✓ Hollywood (Performing Arts)
- ✓ Girl Power (Healthy Living for girls)

Camp Schedules

Planning a camp schedule takes time and patience. Some camps prefer to keep the same schedule daily, while others follow a different outline each day. Although having a single schedule that is repeated on consecutive days is easier for staff and campers to remember, it can restrict variety in the program (especially if the program includes field trips or other off-site outings).

Before determining a schedule, consider the following:

- What activities are planned for the week? Do campers have to travel from one location to another? How long does it take to transport campers to and from camp sites and facilities? How much time will be spent at each location?
- If traveling from location to location, how much time is necessary for campers and staff to unpack/pack and clean facilities?
- How much time is required for everyone to eat meals (taking into account the number of campers and staff members and the seating/serving capacity of dining facilities)?
- How many classes are to be offered? Considering the activities, how much time is required for each class?
- How much time will be allowed for breaks and rest periods between high energy activities? How much time is allotted in the mornings and evenings for personal time?
- What other camp activities are to be offered (such as swimming)? How long will campers need to change clothes and reach the swimming pool or lake?
- How many group meetings will be needed for the week? What activities and events will be conducted during group meetings and what amount of time is needed to complete each?
- What special activities are planned (such as opening and closing ceremonies, spirit competitions, talent show, scavenger hunts, etc.)? How much time is needed for each?
- In reviewing the facility set-up, how much time needs to be allotted to transition from one activity to another?

Identify all planned activities and events. Using the above considerations and estimations on time required for each, draft a preliminary schedule. Fill in empty spaces with time for recreation and games as well as periods of low-activity and rest. Review the draft schedule. Are activities evenly spread out (i.e. off-installation trips and field trips are taken on different days)? Does each day offer a balance of learning, creativity, fun, and physical recreation? Rearrange the schedule as necessary until a final outline is determined. If necessary, test out the schedule by driving to field trip locations and participating in the activities to get an understanding of the time required for transportation and participation.

Example 4.2: Residential Camp Schedule

MONDAY
3:00pm Campers Arrive/Unpack/Free time
5:00pm Camper Orientation
5:30pm Opening Ceremony
6:00pm Dinner/Free Time
7:00pm Small Group Meeting
8:00pm Night Recreation
10:00pm Flag Lowering
11:00pm Lights Out

TUESDAY
7:00am Flag Raising
7:30am Breakfast
8:00am Small Group Meeting
8:30am Team Building Exercises
9:45 Recreation
10:30am Rotation 1
12:00pm Lunch/Free Time
1:00pm Swimming
3:00pm Recreation
4:30pm Rotation 2
6:00pm Dinner/Free Time
7:00pm Small Group Meeting
8:00pm Night Hike
9:00pm Night Recreation
10:30pm Flag Lowering
11:00pm Lights Out

WEDNESDAY
7:00am Flag Raising
7:30am Breakfast
8:00am Small Group Meeting
8:30am Rotation 3
9:45am Scavenger Hunt
11:00am Recreation
12:00pm Lunch/Free Time
1:00pm Free Time
2:00pm Rotation 4
3:15pm Swimming
5:30 Dinner/Free Time
7:00pm Small Group Meeting
8:00pm Campfire
10:00pm Flag Lowering
11:00pm Lights Out

THURSDAY
7:00am Flag Raising
7:30am Breakfast
8:00am Small Group Meeting
8:30am Rotation 5
9:45am Rotation 6
10:30am Swimming
12:00pm Lunch/Free Time
1:00pm Prepare for Talent Show
2:00pm Recreation
3:30pm Water Games
5:00pm Dinner/Free Time
6:00pm Small Group Meeting
7:00pm Talent Show
9:00pm Night Recreation (Dance)
10:30pm Flag Lowering
11:00pm Lights Out

FRIDAY
6:30am Pack and Clean
7:00am Flag Raising
7:30am Breakfast
8:00am Finish Packing/Cleaning
8:30pm Closing Ceremony and Slideshow
10:00am Depart for Home

Worksheet 4.2: Residential Program Preparation Checklist

Prior to Campers Arriving

___ Staff members are familiar with facilities and field trip locations

___ Staff and volunteer training is completed

___ Staff members have all necessary materials and equipment (such as uniforms, keys, and first aid kits)

___ Facilities are clean and ready for use

___ Equipment and supplies are in place

___ Proper signage marks restrooms, lodging, health, and dining facilities

___ An area for lost and found is designated

___ Registration materials, including nametags, class rolls, and cabin assignments are ready

___ Document control is organized to collect all important forms (i.e. health, medication, emergency contact)

First Day of Camp

___ Staff members are enthusiastic and welcoming

___ Staff members are assigned to greet and direct arriving campers and their families to parking, registration, and lodging

___ Campers tour facilities

___ Registration is held, during which campers receive nametags, group and cabin assignments

___ All forms are signed and collected, including health, medicine, emergency contacts, and code of conduct

___ Orientation is held to welcome campers

- ___ Staff, adult, and teen leaders are introduced
- ___ Camp rules and guidelines are reviewed, including code of conduct and camp boundaries
- ___ Health and safety while at camp are discussed (eating proper meals, drinking plenty of water, proper use of equipment, wearing sunscreen, wearing shoes, and getting enough rest)
- ___ Camp schedule and activities are reviewed

First Day of Camp Continued

___ Campers meet in small groups with staff members/adult leaders

- ___ Schedules and important reminders are reviewed
- ___ Campers introduce themselves to each other and play icebreakers
- ___ Games and other activities are led as time permits

___ Volunteer meeting is held

- ___ Volunteer roles and responsibilities are reviewed, as well as pertinent policies
- ___ The weekly schedule is reviewed
- ___ Volunteers are encouraged to ask questions and voice concerns
- ___ Volunteers are thanked for their time and effort, and their contribution is acknowledged

___ Staff meeting is held

- ___ The events of the day are reviewed and staff are encouraged to address any questions or concerns
- ___ Staff are praised for a job well done and encouraged to continue to work hard and show enthusiasm
- ___ The schedule is revisited for the next day to ensure staff are prepared for any changes or alterations

Daily Camp Reminders

___ Facilities are assessed for maintenance or safety issues, and addressed when necessary

___ Staff members ensure campers are eating at meals

___ Water is provided throughout the day to campers and adults

___ The health manager assesses the types of injuries and illnesses campers have had to avoid future incidents

___ Camp activities are monitored for proper safety procedures

___ Staff members and volunteers are asked for assessment of progression of camp activities

Daily Staff Meeting/Adult and Teen Volunteer Meeting

___ The schedule is revisited for the next day to ensure staff are prepared for any changes or alterations

___ Guidance is given for staff members dealing with difficult camper behavior or issues

___ Staff are encouraged to voice concerns and ask questions

___ Staff give feedback about camp activities and events

___ Maintenance requests and facility needs are addressed

___ Staff are given time to reflect on what they have experienced and learned that dayp

___ Staff are praised for a job well done and encouraged to continue to work hard and show enthusiasm

Last Day of Camp

___ Closing ceremonies are held

___ Lost and Found is distributed to campers

___ Campers and volunteers complete camp evaluations

___ All medications are returned to campers and parents upon departure

___ Camp facilities are cleaned

- ___ Rooms and bathrooms are clean and empty
- ___ Classrooms and recreation areas are clean, tidy, and free of trash
- ___ All facilities are checked for damages and to ensure they are in the same condition as prior to camp
- ___ Lodging keys are collected from campers and volunteers (if applicable)

Closing Camp

- ___ A final walkthrough of camp facilities is taken to check for damages and maintenance issues
- ___ Supplies, materials, and equipment are collected, inventoried, and properly stored (including keys, uniforms, radios, and first aid kits)
- ___ Final staff meeting is held
  - ___ Staff members are asked to reflect on the program and provide feedback for improvement and alterations
  - ___ Staff complete evaluations
  - ___ Staff celebration is held
- ___ Preparations for future camps
  - ___ Evaluations are reviewed to determine what changes and improvements can be made to future programs
  - ___ Supplies are evaluated to determine quantities to order in the future
  - ___ A list of ideas to be used in the future are generated after reflecting on the program

Example Materials for Weeklong Day Camp

Following are additional materials for the implementation of an example weeklong residential camp for youth ages 9-12. The camp is a traditional residential camp that focuses on environmental science and nature. Classes utilize the surrounding natural habitats to allow campers to explore and learn outdoors.

This hypothetical camp has 120 campers whom have been divided into 6 groups of 20 campers each. Each group is identified by an animal (Owls, Newts, Bears, Raccoons, Turtles, and Squirrels) and is lead by two adult leaders (staff members or volunteers) and one teen leader. Campers meet in their Animal Groups for Small Group Meetings, to compete in the Spirit Competition, and to participate in the Talent Show.

The additional materials illustrate the scope and sequence of the program, class rotations, and an example lesson plan.

Example 4.3: Day Camp Groups and Rotations

Six classes are taught during a class rotation and one group attends a class at a time. However, to ensure proper progression and sequencing of material classes are taught simultaneously to different Animal Groups of campers (i.e. on Mondays the Owls and the Newts attend Class A during Rotation 1 but are taught separately). So that campers do not have to memorize the schedule, have youth line up by Animal Group and then have instructors/adults rotate and take roll for the Animal Group that they are assigned to teach during the specific rotation.

	Owls	**Newts**	**Bears**	**Raccoons**	**Turtles**	**Squirrels**
Rotation 1	Canoeing	Forestry	Conservation	Lake Ecology	Herpetology	Entomology
Rotation 2	Entomology	Canoeing	Forestry	Conservation	Lake Ecology	Herpetology
Rotation 3	Herpetology	Entomology	Canoeing	Forestry	Conservation	Lake Ecology
Rotation 4	Lake Ecology	Herpetology	Entomology	Canoeing	Forestry	Conservation
Rotation 5	Conservation	Lake Ecology	Herpetology	Entomology	Canoeing	Forestry
Rotation 6	Forestry	Conservation	Lake Ecology	Herpetology	Entomology	Canoeing

Example 4.4: Residential Camp Detailed Schedule

MONDAY	
Camper Orientation	Welcome to camp, staff skit, introduce staff members and volunteers, review camp rules and guidelines
Opening Ceremony	Staff skit/song
Small Group Meeting	Tour camp facilities, icebreakers, review daily schedule
Night Recreation	Dance
Flag Lowering	Flag lowering, mail call and vespers

TUESDAY	
Flag Raising	Cheers, flag raising, pledge, group reminders
Small Group Meeting	Take roll, review daily schedule, games
Teambuilding Exercises	Teambuilding games and activities
Recreation	Outdoor group games
Rotation 1	See rotation schedule
Recreation	Dodgeball/kickball
Rotation 2	See rotation schedule
Small Group Meeting	Review of night schedule, games, and group sharing
Night Hike	Nighttime nature hike
Night Recreation	Dance
Flag Lowering	Flag lowering, mail call and vespers

WEDNESDAY	
Flag Raising	Cheers, flag raising, pledge, group reminders
Small Group Meeting	Take roll, review daily schedule, games
Rotation 3	See rotation schedule
Scavenger Hunt	Outdoor scavenger hunt
Recreation	Music/dance games
Free Time	Arts and craft station, board games, movie, four square and other games with recreation equipment
Rotation 4	See rotation schedule
Small Group Meeting	Review of night schedule, games, and group sharing
Campfire	Campfire, s'more making, songs, stories, and vespers
Flag Lowering	Flag lowering and mail call

THURSDAY	
Flag Raising	Cheers, flag raising, pledge, group reminders
Small Group Meeting	Take roll, review daily schedule, prepare for talent show
Rotation 5	See rotation schedule
Rotation 6	See rotation schedule
Prepare for Talent Show	Final preparations for Talent Show
Recreation	Outdoor group games
Water Games	Relay races and slip 'n slide
Small Group Meeting	Review of night schedule, games, and group sharing
Talent Show	Camper talent show including group skits
Night Recreation	Dance
Flag Lowering	Flag lowering, mail call and vespers

FRIDAY	
Flag Raising	Cheers, flag raising, pledge, group reminders
Closing Ceremony and Slideshow	Final reflection, recognition of staff and volunteers, lost and found, camper awards

Example 4.5: Residential Camp Lesson Plan

Class Lake Ecology

Topic Learning about water and lakes

Goals

1. Campers understand the importance of the water cycle.
2. Campers can understand ecosystems and the role organisms play in a lake ecosystem.
3. Campers are familiar with common lake organisms.

Objectives

1. Campers can name the steps in the water cycle at the conclusion of class.
2. Campers can identify the life stages of common lake organisms (i.e. frogs and fish).
3. Campers can explain the differences between lakes, ponds, and reservoirs.
4. Campers can identify common sources of water pollution.

Life Skills

1. Wise Use of Resources
2. Learning to Learn
3. Responsible Citizenship
4. Contributions to Group Effort

Materials Metal-framed nets, large shallow pans or buckets, chart paper or chalk/white board, writing utensils, poster of the water cycle (optional - can also be drawn during class), guide to lake organisms (fish, amphibians, reptiles, and invertebrates), rubber boots for youth to wear (optional), posters of the life cycle of lake organisms (optional)

Resources

http://www.ksagclassroom.org/classroom/lesson/soilwater.html,

http://www.michfb.com/files/education/lesson_water.pdf

http://www.4-h.org/youth-development-programs/4-h-science-programs/environmental-science- alternative-energy/,

http://www.raindropstorivers.org/library/pdf/eft_elem_transcript.pdf

Teaching Methods Discussion, observation, instruction, hands-on activity

Overview This class explores the water cycle and lakes as diverse ecosystems. The class begins with a discussion of the differences between the different bodies of water (ponds, lakes, oceans, streams, rivers, etc.) and the differences between man-made and natural lakes. The water cycle is explained as well as how water pollution can occur. Lakes are introduced as an ecosystem, and campers identify the types of organisms they expect to find in lakes. The life stages of several organisms are discussed, as well as what makes a healthy versus an unhealthy lake. Finally, students use nets to catch and explore the many diverse organisms found living in lakes.

Assess Knowledge Questions to ask to assess campers' knowledge of the water cycle and lakes:

1. What is the water cycle? What are the steps in the water cycle?
2. What is an ecosystem? What are examples of ecosystems?
3. What is the difference between lakes, ponds, and reservoirs? What is a watershed?
4. What types of organisms live in lakes? What organisms depend on lakes for survival but do not live in them?
5. What is the life cycle of a frog? What is the life cycle of a dragonfly? What is the life cycle of a fish?
6. What are the differences between healthy and unhealthy lakes?

Background Info Introduce the class and begin the discussion on lakes. Review what lakes are and the differences between lakes, ponds, and reservoirs. Discuss how lakes are formed (man-made and natural). Ask campers to name other bodies of water (streams, rivers, oceans, etc.) and discuss the differences between each. Ask campers to define and name the stages of the water cycle (i.e. precipitation, runoff, infiltration, transpiration, condensation, evaporation, groundwater, etc.). Define and discuss the importance of watersheds.

Content Ask campers to define an ecosystem and provide examples. Discuss lakes as ecosystems and as components of larger ecosystems. Ask campers what lakes provide for organisms in the ecosystem (habitat, water, food source, etc.). Ask campers to name what organisms they believe live in lakes – ask campers name organisms list the names on the chart paper or board. Discuss the diversity of organisms that live in and near lakes (plants, fish, amphibians, reptiles, invertebrates, mammals, birds). Ask campers to compare the lake ecosystem to that of a forest or ocean.

Examples Review the life cycle of several different types of lake organisms (such as frogs, dragonflies, and fish). Provide posters of the life cycles of the organisms or draw pictures for visual aids.

Experiential Learning

Activity: Before passing out nets and traveling to the lake, review safety guidelines (such as no swimming, do not harm any living organisms, keep your shoes on, and do not swing the nets). Pass out nets so that each youth has a net. Once at the lake, allow youth to wade and use the nets to catch organisms and to explore lake sediments (which contain many invertebrates). Provide youth with a guide to identify and gather additional information on the organisms they have discovered. Provide a shallow pan filled with lake water for youth to place their catch in so that other youth can observe.

Share: After 20 or so minutes, have youth gather around the pans and share what they have caught and learned. Provide additional information about organisms and ask youth to identify the life stage of each organism.

Discussion Questions:

1. What organisms did you expect to find and did not? What organisms were you surprised to discover in the lake?
2. How many different organism kingdoms or phyla did the group discover?
3. Of the organisms that were discovered, what life stages can we identify?
4. What roles do the organisms discovered play in the ecosystem? How does each obtain food or nutrients? Which organisms are food sources for other organisms?

Connect and Apply: After the campers have returned from the lake, discuss pollution and how that impacts both the water cycle and ecosystems. How does/can pollution occur? Did campers observe any signs of pollution at the lake today (i.e. trash, runoff, etc.). Ask campers how they as youth can prevent pollution and clean up pollution in their community. Why is it important for our water source and ecosystems to be free of pollution?

Practice If time is available, allow campers to review the lake organism guide and further explore the organisms that were discovered.

Assess Review the knowledge assessment, review important concepts the class covered and information gained from discussions and activities.

Reflect and closure Discuss organizations that students can join to protect water resources in their community as well as what students can do at their schools and homes to reduce water waste and pollution.

Adaptations In case of rain or other inclement weather have examples, specimens, or living organisms available for youth to handle and observe. Consider the creation of games that relate to the water cycle and life cycle of lake organisms.

Worksheet 4.3: Residential Camp Summary Checklist

Use the following checklists to review how well day camping programs utilize and incorporate elements of positive youth development.

Positive Relationship with a Caring Adult	Almost Always	Sometimes	Hardly Ever
Do adults exhibit a caring attitude?			
Do adults enjoy fun and games?			
Do adults make an effort to get to know campers?			
Are adults positive role models for campers?			

An Emotionally and Physically Safe Environment	Almost Always	Sometimes	Hardly Ever
Are there enough adults and teen leaders to supervise all campers?			
Are all adults and teens properly screened and trained?			
Are all adults and teens properly prepared for their roles and responsibilities?			
Is the physical environment safe?			
Do adults establish and enforce ground rules?			
Do adults make accommodations for those with special needs?			
Is safety a consideration for all activities?			
Is there plenty of water available for campers and adults?			

An Inclusive Environment	Almost Always	Sometimes	Hardly Ever
Do adults welcome all of the campers and lead group activities?			
Do adults and teens call everyone by name?			
Is there diversity among participants and is uniqueness embraced?			
Do campers communicate with respect to each other and to adults?			
Do adults listen and communicate with respect to the campers?			
Does the program offer activities that build trust?			
Is the program based on youths' needs and interests?			
Are there a variety of reflections, ceremonies, and presentations included that do not offend groups or individuals?			

Checklist adapted from National 4-H Council's "Essential Elements of 4-H Youth Development" which was adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension – Wyandot County, which was adapted from Kirk Astroth's "Critical Elements and Practices for 4-H."

Engagement in Learning

	Almost Always	Sometimes	Hardly Ever
Do youth have leadership roles?			
Do youth have choices and think for themselves?			
Are youth provided with learning opportunities that are not available at home or school?			
Is learning for discovery instead of a grade promoted?			
Are youth offered the chance to share and reflect on what they learned?			

Opportunity for Mastery

	Almost Always	Sometimes	Hardly Ever
Are a variety of hands-on learning activities offered?			
Are campers recognized for their achievements and gains in knowledge?			
Is the experiential learning model used to teach?			
Are targeted life skills taught throughout the program?			

Opportunity to See Oneself as an Active Participant in the Future

	Almost Always	Sometimes	Hardly Ever
Are campers encouraged to set goals to return in the future or as a teen or adult staff member?			
Are youth encouraged to take on new responsibilities they would not have otherwise thought possible?			

Opportunity for Self-Determination

	Almost Always	Sometimes	Hardly Ever
Do campers make choices and deal with the consequences of their choices?			
Are campers involved in the planning process?			
Do campers have the chance to serve in leadership positions?			
Do campers have the opportunity to choose between camp offerings?			
Do campers take care of themselves and their belongings?			
Are their options during free time for youth to choose from?			

Opportunity to Value and Practice Service to Others

	Almost Always	Sometimes	Hardly Ever
Do campers have a chance to mentor each other?			
Do campers take responsibility for keeping facilities clean for future use?			
Are there opportunities for camp community service?			

PROGRAM COMPONENTS

Camp programs should not simply be a collection of activities and games, but a well developed succession of activities that have objectives that directly relate to the goals and mission of Air Force Youth Programs. Program planning is an essential component in the camp preparation process. Taking adequate time to plan and create an intentional and deliberate program will help ensure that your camping program is effective and successful. Program planning encompasses more than simply classes – a comprehensive planning process determines recreation, activities, themes, camp culture, and daily schedules.

Adventure camps should create an environment with supportive staff, a setting that encourages growth and allows for new experiences, and should provide a program that rises beyond the everyday recreational activity – an experience that is both intense and meaningful. Youth should begin to see themselves as valuable, contributing members of society whose actions improve the world around them. Staff members provide youth opportunities to experience real responsibility and then guide them through the process of examining their experiences and making positive changes in their lives (Schmillen, et al.).

The following unit contains insight into program planning components – themes, schedules, and activities – that are important to consider when developing and implementing adventure camps. All programs should utilize positive youth development methodologies (such as the experiential learning process) to promote life skill development and to provide a meaningful camping experience for all participants. Although this unit does not include specific positive youth development methodologies, additional information regarding program and curriculum planning can be found in the Positive Youth Development Unit.

Goals of Air Force Youth Programs Adventure Camps

1. Develop leadership qualities and a sense of responsibility in all youth associated with the program

2. Encourage the diversity of each youth, while developing self-esteem

3. Provide activities where teamwork is required to meet group and individual goals in group and individual settings

4. Offer safe, healthy, noncompetitive, coeducational outdoor experiences

5. Provide various service project opportunities for program participants

6. Provide opportunities for collaboration between youth and outdoor recreation programs, and various, carefully selected and trained individuals and organizations from the installation and local community

7. Provide an outlet for one of the most basic of all human needs – a sense of belonging

8. Develop an understanding of, and an appreciation for, the world of nature by fostering an understanding of our dependency on nature, and a sense of responsibility for conservation of the environment and natural resources

9. Ensure program success through program outcomes and measurement tools (Schmillen, et al.)

Incorporating Leadership Lessons into Adventure Camps

Participation in adventure programs offer unique opportunities for youth to belong, support others, and learn a variety of leadership styles. Youth learn how to support their teammates, create group enthusiasm, and resolve conflict. They become skilled at working with their peers' diverse attitudes, skills and talents, and interacting effectively with others while achieving common goals.

Adventure camps encourage a diverse group of young people to bond with each other through their cooperation in challenging situations. It is the ideal program in which to recruit youth from your sports programs, leadership programs, environmental programs and social programs as participants. The program incorporates leadership, physical activity, adventure, leadership, and environmental education all while developing valuable life skills (Schmillen, et al.).

Developing Desirable Leadership Traits

Outdoor adventure camps provide a supportive environment in which youth can develop leadership skills. Through proper planning of a goal and objective-oriented camping program that utilizes youth development methodologies, campers can acquire and practice characteristics of effective leaders under the guidance of program facilitators (Schmillen, et al.).

Some desirable characteristics of leaders to focus on include:

- **Honesty** - The outdoors is a perfect setting for youth to practice honesty in a supportive environment. Because it is normal to be scared, frustrated, exhilarated and challenged in an adventure setting, it is easier for the youth to be honest about their feelings and abilities, and then translate this skill into their "normal" lives. Ground rules developed by the youth can be the ideal way to set the stage for honest group feedback and discussion.

- **Commitment** – Adventure programs are team centered. If any member of the team fails to complete their responsibilities, other team members can get let down, or in the outdoor environment, even injured. The group quickly learns to follow through on their commitments ranging from bringing supplies and equipment, to learning safe outdoor skills. The facilitator should encourage discussion about individual and group commitments when beginning the program, before any challenges are attempted by the group.

- **Perseverance** - Adventure programs remove youth from their "safe" environment and places them in situations that challenge them mentally, physically, and emotionally. With the support of their peers, youth learn that seemingly impossible tasks are achievable if they persevere. It is the role of the facilitator to ensure that the group sets obtainable goals, and that the sequence of events ensures a safe and satisfying experience.

- **Self-awareness** - Participating in challenging outdoor events and processing the events within a group is a successful method of raising self-awareness. It invites youth to evaluate their actions, strengths, weakness, internal processes and feelings. It is the role of the facilitator to provide a safe environment in which these issues can be processed, and to encourage discussion about individual feelings and accomplishments during processing.

- **Respect** - Youth learn to respect the other members of the group, while at the same time discovering individual similarities and differences. Programs should encourage an appreciation for diversity, and a healthy respect for the skills and characters of the other group members, both adult and youth. Adventure camps also encourage a respect for the environment. Facilitators should help the group set ground rules that encourage a respectful and positive environment.

- **Cooperation** - Cooperative games and activities are an integral part of outdoor adventure camps. These activities and initiative games are unsuccessful unless the group works together. Both successes and failures can be positive learning experiences, and should be discussed with the group throughout the program.

- **Risk Taking -** Youth are exposed to risks in a controlled setting, and work through them with the assistance of the facilitator. The facilitator is instrumental in helping youth understand the difference between taking well thought out, acceptable risks, and irresponsible risks.

- **Communication -** Many outdoor adventure challenges are unable to be completed without effective communication within the group. Youth learn that listening to the ideas and knowledge of others, as well as sharing their own suggestions and expertise can make the difference between completing the task at hand or not. After each activity is completed, debriefing sessions by the facilitator encourage honest communication and reflection within the group. Discussions should focus on group and individual performance, attitudes, successes and failures. Developing these skills help develop feelings of empowerment and responsibility in youth.

- **Decision-making** – Group settings are ideal for introducing democratic leadership processes. Leadership courses should do more than talk "about" leadership; they should demonstrate it by sharing community responsibilities with young people. The facilitator plays an important role in this process by mentoring youth throughout the challenges, then discussing the success or failure of group decisions and strategies for future success.

- **Compassion** – The outdoor setting of adventure programs places youth in unusual situations and environments that are often considered challenging or scary. Youth begin to appreciate the fear and uncertainty felt by others because they are also dealing with similar issues. Participants learn to be compassionate in their actions and accept compassion in return. Challenging activities such as rafting, high element ropes courses, rock climbing, or other "high risk" activities encourage greater levels of group support and encouragement. It is important that the group works their way up to the more challenging activities to ensure they possess an acceptable level of maturity and skills to complete the task safely.

- **Goal setting** – By participating in challenges, youth learn to set realistic goals, achieve success by reaching most goals, adapt goals that are unreachable, and to accept that some goals are beyond reach. Working with the group to develop, adjust, and achieve their goals is one of the most important roles of the facilitator.

- **Flexibility** – The inherent nature of adventure programs requires a level of flexibility. Some elements of the program, such as safety and risk management, are set in stone, but others invite flexibility. Upon arrival at the site of a program, local conditions may be unacceptable; for example, a group planning on rock climbing may be unable participate in that activity because of weather conditions. The group may instead decide to go hiking instead. If these alternate situations are discussed in advance of the program, additional concerns can be planned for and the trip can still be successful. Modeling flexibility without sacrificing safety is an important skill for facilitators, and provides a valuable lesson for youth to take back to their home and school environment.

THEMES

Many camps utilize themes to structure classes and activities and tie the program together using a common thread. Themes stimulate creativity in staff and campers by providing a basis of inspiration and can also be utilized as a marketing tool.

Themes can be used in all aspects of camp by choosing classes, activities, and field trips that are centered on a common topic or area. (For example, if campers are broken into small family groups that are each led by an adult leader, groups can be named in accordance with the theme.) Instead of relating all camp activities to a central theme focus on big picture items – field trips, key classes, group activities – that can be used to communicate and structure the camp.

Outdoor adventure programs already have a narrow focus, but brainstorm as to what themes could be used to excite participants or enhance the program.

Examples:

- Survivor
- The Amazing Race
- Extreme Sports
- X-Games
- Conservation/Nature
- Teen Leadership
- Teen Teambuilding
- Pioneers
- Air Force$_2$O (water use on installations)

Camp Schedules

Planning a camp schedule takes time and patience. Some camps prefer to keep the same schedule daily, while others follow a different outline each day. Although having a single schedule that is repeated on consecutive days is easier for staff and campers to remember, it can restrict variety in the program (especially if the program includes field trips or other off-site outings).

Before determining a schedule, consider the following:

- What activities are planned for the week? Do campers have to travel from one location to another? How long does it take to transport campers to and from camp sites and facilities? How much time will be spent at each location?
- If traveling from location to location, how much time is necessary for campers and staff to unpack/pack and clean facilities?
- How much time is required for everyone to eat meals (taking into account the number of campers and staff members and the seating/serving capacity of dining facilities)?
- How many classes are to be offered? Considering the activities, how much time is required for each class?
- How much time will be allowed for breaks and rest periods between high energy activities? How much time is allotted in the mornings and evenings for personal time?
- What other camp activities are to be offered (such as swimming)? How long will campers need to change clothes and reach the swimming pool or lake?
- How many group meetings will be needed for the week? What activities and events will be conducted during group meetings and what amount of time is needed to complete each?
- What special activities are planned (such as opening and closing ceremonies, spirit competitions, talent show, scavenger hunts, etc.)? How much time is needed for each?
- In reviewing the facility set-up, how much time needs to be allotted to transition from one activity to another?

Identify all planned activities and events. Using the above considerations and estimations on time required for each, draft a preliminary schedule. Fill in empty spaces with time for recreation and games as well as periods of low-activity and rest. Review the draft schedule. Are activities evenly spread out (i.e. off-installation trips and field trips are taken on different days)? Does each day offer a balance of learning, creativity, fun, and physical recreation? Rearrange the schedule as necessary until a final outline is determined. If necessary, test out the schedule by driving to field trip locations and participating in the activities to get an understanding of the time required for transportation and participation.

Intensity is more important than length of experience. The degree to which participants are fully engaged is a great predictor of program success. Each element should relate to the goals of the program. Learning theorists reinforce this emphasis, suggesting that degree of intrinsic motivation and involvement on the part of the student are the key variables in learning. Rely on your intuition. A schedule is only a tool from which to work. It may not fit the group needs. You have permission to throw it out! It's OK...Go ahead and experiment!

Example 5.1: Adventure Camp Schedule

MONDAY
4:00pm Campers Arrive
5:00pm Camper Orientation
5:30pm Opening Ceremony
6:00pm Dinner and Icebreaker
8:30pm Depart to Installation Lodging

TUESDAY
5:30am Bus Arrives
6:00am Campers Rise and Pack
6:30am Breakfast
7:30am Depart to Training Facility
8:00am Group Meeting and Form Teams
9:30am Rotation 1 (Kayaking Basics or Intro to Orienteering)
12:30pm Lunch and Team Meetings
1:30pm Rotation 2 (Climbing or Proper Equipment Use)
3:00pm Depart for State Park
5:30pm Arrive at State Park
6:30pm Dinner
7:30pm Prepare for Night Hike
8:00pm Night Hike and Cave Tour
9:30pm Free Time and Prepare for Bed
11:00pm Lights Out

WEDNESDAY
6:00am Staff Rise
6:30am Campers Rise
7:00am Breakfast
7:30am Teambuilding and Communication Exercises
9:30am Depart to River for Kayaking
11:00am Picnic Lunch
12:30pm Kayaking
2:30pm Return to Campsite
3:30pm Rotation 3 (Fire Building or Reading Trails)
5:00pm Nature Hike
6:30pm Dinner
7:30pm Teambuilding and Conflict Resolution Exercises
8:30pm Campfire
9:30pm Free Time and Prepare for Bed
11:00pm Lights Out

THURSDAY
6:00am Staff Rise
6:30am Campers Rise
7:00am Breakfast
8:00am Teambuilding and Ropes Course Activities
11:30am Lunch
1:30pm Scavenger Hunt
2:30pm Swimming
4:30pm Free Time and Prepare for Night Activities
6:00pm Dinner
7:00pm Talent Show
8:30pm Campfire
9:30pm Free Time and Prepare for Bed
11:00pm Lights Out

FRIDAY
6:00am Staff Rise
6:30am Campers Rise
7:00am Breakfast
8:00am Closing Ceremony
9:00am Depart for Home

Example 5.2: Adventure Camp Teambuilding Session

Assuming that the group has already played several name games, begin with a warm-up exercise to get campers to loosen-up and enjoy the experience. To make the overall experience more fun, a story is developed to link the activities and to enhance the overall experience for the campers. A brief debriefing session should occur after each activity to discuss the experience and the challenges the group faced.

The story: The campers are now part of an elite group of agents that must find and deliver an important relic (small toy or ball) to the President of Tortuga. In order to do so they must first go through a training session to ensure that they are adequately prepared to meet the challenges they will face. They have been brought to the outskirts of the city Andalasia to complete their training. Unfortunately the group has been captured by an evil abdominal snowman. Luckily, the abdominal snowman cannot run very far. The group plans to escape from the abdominal snowman by running as fast as they can. However, everyone is terrified so they scream at the top of their lungs while running.

Activity 1: *50 Yard Scream*

After campers have started to relax as a group, play several basic communication and team-building games. These games will encourage youth to communicate effectively and consider their team members.

Having escaped from the evil abdominal snowman, the group can now begin training. Their first task is to master some of the skills that they will need to safely retrieve the relic. The next three games will develop the communication skills they will need to be successful.

Activity 2: *Hula Hoop Pass*

- What did you learn about the team process doing this activity?
- Could you have completed the tasks without working as a team? Why or why not?

Activity 3: *Birthday Log*

- Did everyone understand the instructions? What were the instructions? Do you always feel you understand instructions at school?
- Can you point out ways in which the group communicated verbally and non-verbally? How do we do this in other settings (school, home, etc.?)

Activity 4: *Pass the Can*

- What were the most important aspects of team building needed to solve this task?
- How well did the group work together in the beginning? In the end? Why were there such differences?
- Did giving up anything as an individual help the team effort? In what ways?
- What types of communication were used to accomplish the activity? What types of communication to you use every day (in school, at home, other settings)?
- Did you learn something about communication that will be helpful later? If so, what?

Now it is time to break down physical space barriers between participants.

Having mastered communication skills, the group is ready to tackle the last component of training. These physical challenges will prepare the group to retrieve the artifact and safely remove it from the city.

Activity 5: *Human Knot*

- How did you share the information needed to solve the task? How was the message/information passed from person to person or to authority figures?
- What types of communication were used to accomplish the activity? What types of communication to you use every day (in school, at home, other settings)?
- Can you tell me an example of when the group was communicating effectively? Ineffectively?
- How many different ways were used by the group to communicate messages?
- Which ways were the most effective? Why?
- Did you learn something about communication that will be helpful later? If so, what?

Activity 6: *Group Sit*

- How important is trust in this activity? Did you trust your fellow group members? Why or why not?
- How do you develop trust for those around you?
- How can you better communicate trust and responsibility for those around you?
- How did you feel being in close contact with your team members?

Now the group is ready to tackle harder challenges.

Having completed training, the group of agents can now prepare to transfer the artifact out of Andalasia. The group has the object (small toy) and it must be carried through a series of obstacles to escape the city without being dropped. The first challenge is that all group members must take an elevator to the top of the city's highest skyscraper to meet a helicopter. However, all group members must ride on the elevator at once.

Activity 7: *All Aboard*

- Did the group fail at any point or have to start over? What impact did this failure have on the group? How did the group respond to the failure? How do you respond to failure at school or home?
- What effect did failure have on the confidence of the team? Individuals?
- Did the group act or communicate differently before and after the failure?
- Can you determine what caused the failure? What did you learn from it?
- What impact did success have on the group? What impact does success have on you at home or work?

Now that the group has reached the roof of the building, they are ready to meet the helicopter. Unfortunately, the helicopter has landed on a roof on the other side of the city. The group must move from roof to roof to meet the helicopter and escape.

Activity 8: *Helicopter Pads*

- Was there a leader? Who? Why? Were they chosen by the group? Did leaders change at all? Why or why not?
- How would you feel if a new leader was chosen for the group without input from the group? Would the group have been as successful? Can followers become leaders?
- What are some characteristics of leaders? Did the group leader(s) have some of these characteristics?
- What were the behaviors that showed leadership?
- Can everyone agree that these behaviors are traits of leaders?
- How did the group respond to these leadership behaviors?
- Who followed the leader even if you weren't sure that the idea would work?

Upon reaching the helicopter, the group discovers that it is out of gas. Luckily there is a magic carpet on the roof of the last building that they can use instead.

Activity 9: *Magic Carpet Ride*

- Who assumed a follower role at times throughout the activity? How did it feel?
- How did it feel to follow different leaders?
- Do you consider yourself a good follower?
- How does refusal to follow affect the leadership role?
- What are the traits of a good follower?
- How can you improve your ability to follow in the future?

The magic carpet has landed at the edge of Andalasia. Now the last task the group must accomplish is to cross the sea to Tortuga.

Activity 10: *Magic Shoes*

- How do you react to new tasks or problems at home or school?
- Did you have to start over on the activity at any time? Why? How did this impact the group?
- Are there other ways or techniques you could have used to solve the problem or complete the activity that were better?
- How did the group go about solving the problem? Was it by trial or error or did the group have a plan of action before beginning?
- Who identified the problem in this activity? What were the problems or challenges? Are our problems always identified by our parents or teachers in real life?
- Did the group use all of its resources to solve the problem? If yes, how so? If no, why not?
- How was the implementation of the solution to the problem carried out? Did everyone participate? Why or why not?
- Who was the person (or people) that led decision making?
- How were group decision made during the activity? Did the whole group take part in the decisions that were made? If they did not, is that acceptable or does everyone need to have a say? Why or why not?

Session Debrief

- What did you accomplish as a group? What did you accomplish as individuals?
- How did the group support each other (spotting, verbal support/encouragement, generating new ideas, positive feedback, physical support, etc.)?
- How did you as an individual support the group? How do you support others at work and home? How do they support you?
- How did the group support each other?
- What did you learn about yourself (others) today?
- What did you do today that you are particularly proud of?
- How are you different from some of the others in the group?
- How do these differences strengthen the group as a whole?

Activities for Adventure Camps

The types of activities presented during your camp will be largely dependent on the natural resources located in your region and the goals and objectives of the camp. The lure to attract participants to the program rests with the types of programs that can be offered. Some locations may not have access to whitewater rafting or rock-climbing, however all locations have some type of outdoor environment that can be attractive to youth (Schmillen, et al.).

Examples of common activities offered at outdoor adventure camps:

- Backpacking
- Canoeing
- Caving
- Desert Camping
- High Ropes
- Hiking/Night Hike
- Kayaking/Sea Kayaking
- Knot Tying
- Low Ropes
- Mountain Biking
- Mountaineering
- Nature/Forestry/Ecology
- Orienteering
- Outdoor Survival Skills
- Overnight Camping
- Rafting
- Rock Climbing
- Scavenger Hunts
- Snorkeling
- Snowboarding
- Spelunking
- Surfing
- Team Building Activities

Worksheet 5.1: Adventure Program Preparation Checklist

Prior to Campers Arriving

___ Staff members are familiar with facilities and adventure activity locations

___ Staff and volunteer training is completed

___ Staff members have all necessary materials and equipment (such as uniforms, keys, and first aid kits)

___ Facilities are clean and ready for use

___ Equipment and supplies are in place

___ Registration materials, including nametags, class rolls, and cabin assignments are ready

___ Document control is organized to collect all important forms (i.e. health, medication, emergency contact)

First Day of Camp

___ Staff members are enthusiastic and welcoming

___ Staff members are assigned to greet and direct arriving campers and their families to parking, registration, and lodging

___ Campers tour facilities

___ Registration is held, during which campers receive nametags, group and cabin assignments

___ All forms are signed and collected, including health, medicine, emergency contacts, and code of conduct

___ Orientation is held to welcome campers

- ___ Staff, adult, and teen leaders are introduced
- ___ Camp rules and guidelines are reviewed, including code of conduct and camp boundaries
- ___ Health and safety while at camp are discussed (eating proper meals, drinking plenty of water, proper use of equipment, wearing sunscreen, wearing shoes, and getting enough rest)
- ___ Camp schedule and activities are reviewed

First Day of Camp Continued

___ Campers meet in small groups with staff members/adult leaders

- ___ Schedules and important reminders are reviewed
- ___ Campers introduce themselves to each other and play icebreakers
- ___ Games and other activities are led as time permits

___ Volunteer meeting is held

- ___ Volunteer roles and responsibilities are reviewed, as well as pertinent policies
- ___ The weekly schedule is reviewed
- ___ Volunteers are encouraged to ask questions and voice concerns
- ___ Volunteers are thanked for their time and effort, and their contribution is acknowledged

___ Staff meeting is held

- ___ The events of the day are reviewed and staff are encouraged to address any questions or concerns
- ___ Staff are praised for a job well done and encouraged to continue to work hard and show enthusiasm
- ___ The schedule is revisited for the next day to ensure staff are prepared for any changes or alterations

Daily Camp Reminders

___ Facilities are assessed for maintenance or safety issues, and addressed when necessary

___ Staff members ensure campers are eating at meals

___ Water is provided throughout the day to campers and adults

___ The health manager assesses the types of injuries and illnesses campers have had to avoid future incidents

___ Camp activities are monitored for proper safety procedures

___ Staff members and volunteers are asked for assessment of progression of camp activities

Daily Staff Meeting/Adult and Teen Volunteer Meeting

___ The schedule is revisited for the next day to ensure staff are prepared for any changes or alterations

___ Guidance is given for staff members dealing with difficult camper behavior or issues

___ Staff are encouraged to voice concerns and ask questions

___ Staff give feedback about camp activities and events

___ Staff are given time to reflect on what they have experienced and learned that day

___ Staff are praised for a job well done and encouraged to continue to work hard and show enthusiasm

Last Day of Camp

___ Closing ceremonies are held

___ Campers and volunteers complete camp evaluations

___ All medications are returned to campers and parents upon departure

___ Camp facilities are cleaned

- ___ Rooms and bathrooms are clean and empty
- ___ Classrooms and recreation areas are clean, tidy, and free of trash
- ___ All facilities are checked for damages and to ensure they are in the same condition as prior to camp
- ___ Keys are collected from campers and volunteers (if applicable)

Closing Camp

___ A final walkthrough of camp facilities is taken to check for damages and maintenance issues

___ Supplies, materials, and equipment are collected, inventoried, and properly stored (including keys, uniforms, radios, and first aid kits)

___ Final staff meeting is held

- ___ Staff members are asked to reflect on the program and provide feedback for improvement and alterations
- ___ Staff complete evaluations
- ___ Staff celebration is held

___ Preparations for future camps

- ___ Evaluations are reviewed to determine what changes and improvements can be made to future programs
- ___ Supplies are evaluated to determine quantities to order in the future
- ___ A list of ideas to be used in the future are generated after reflecting on the program

Adventure Camp Logistical Planning

When developing an adventure camp, there are two types of planning that must be considered: logistics and program planning. Logistics includes all aspects of the program that are not related to actual learning content such as location, dining, risk management, and transportation. For many programs, some aspects of camp logistics (such as dates and some policies) will have previously been decided and require little (if any) additional attention or preparation.

However, adventure programs are often the most challenging types of programs to plan. Many installations do not have immediate access to the facilities, natural resources, and equipment that are required for outdoor adventure activities. As a result extensive planning is required to locate, coordinate, and execute a program. This chapter will briefly cover the logistical aspect of adventure camp planning, and will include important reminders, checklists, and timelines. More detailed information regarding logistics and each part of the program planning process can be found in the Summer Camp Reference Manual.

Collaborations

Because of complexity of programs, implementing a comprehensive adventure program may not be successfully achieved without a combination of talent and strength that comes from combining resources of Air Force Youth programs and outside organizations (Schmillen, et al.).

To create successful collaborations, it is important for all agencies involved to understand the program concepts and adventure camp objectives (and to buy-in to those objectives). Agencies that understand the wide array of benefits of Youth Program to the participants, the agencies involved, and to the military community as a whole are more likely to give support. When each agency understands its role in making the program a success, they will be more willing to share the work and thus make it positive and self-fulfilling. Finally, all those involved in the success of the program must be appropriately recognized for their efforts and their impact. On-installation organizations should be used whenever possible. However, when requirements cannot be met using installation agencies, outside organizations may be able to fulfill those requirements.

The benefits of including others can be:

- Shared expertise
- Shared programming ideas
- Shared labor and effort
- Shared expenses and budgets
- Shared staff
- Shared facilities
- Synergistic programming (the programming result is greater than the sum of its parts).

Implementing a comprehensive adventure program may not be successfully achieved without a combination of talent and strength that comes from combining resources of other organizations outside the youth program realm, both on- and off-installation.

Pursue collaborative efforts with outside organizations such as (Schmillen, et al.):

- Installation Outdoor Recreation
- City and county parks and recreation offices
- National Park Service/State Park Service
- Retail stores—outdoor equipment and supplies
- Local colleges and universities
- Privately owned outfitters and tour guides
- County Extension Offices and 4-H
- Corporate sponsors

Adventure Camp Logistical Considerations

Site of Camp

The facilities chosen for an adventure camp will largely dictate what types of activities that are offered by the program. Research the natural resources in your area. What local, state, and national parks are within a reasonable distance? What outdoor activities are offered in your area for the season your camp will take place (kayaking, canoeing, rafting, rock climbing, caving, snowboarding, snorkeling, etc.)? Which would you like to offer? Do you wish to include other activities such as low and high ropes, orienteering, and outdoor survival skills?

Determine if the program will have participants housed in cabins, tent-cots, or tents. What other facilities are needed (such as meeting rooms, pavilions, restrooms, dining facilities, bathing facilities, access to electricity and/or water)? Consider all the requirements of your program. You may find that two or more sites are required in order to accommodate all of the activities the program hopes to offer.

When leading groups into the wilderness, it is best to have a staff member that has extensive first-hand experience and knowledge of the area (in addition to other resources such as maps, etc.). If necessary, consider hiring a guide or ranger to assist the group.

As natural conditions are always in flux, pre-check trip sites if necessary (Schmillen, et al.):

- Contact outside agencies for up to date information
- Check on water flows for river sports
- Check snow conditions for skiing
- Check fire hazards for backpacking
- Check weather and road conditions for all activities.
- Check with Forest Rangers, outfitting stores or anyone whom would be familiar with current conditions at the area you're going to.

Date of Camp

When choosing a date for a camp program, consider school holidays, federal holidays, other local or installation events, and the availability of staff and participants. Are campers still in school during your proposed camp date? Will you have adequate time to select and train staff?

Funding and Budgets

Assess the current resources available to be used for the camping program. Are they sufficient to carry out the intended programs and activities? Or is there a gap between what is available and what is needed? Can this gap be filled through grants or is the program overzealous given the current constraints?

A budget can answer the above questions. It is important that once a budget has been established that it is strictly adhered to so as not to jeopardize the execution of the entire camp.

Staff

A well selected and trained staff is one of the most important aspects of a successful camping program and does not occur overnight. It is essential that proper time is given to recruit, select, and train your staff before the program begins. As adventure programs are especially challenging for both adults and youth, proper staff selection and preparation is of vital importance. Remember that staff includes not only counselors or group/activity leaders, but also medical staff, food service staff, and staff that is trained for specialty programs such as primitive camping, ropes courses, kayaking, rock climbing and outdoor survival skills. For many Air Force camps, staffing comes from within the current staffing, but you may utilize the strengths and resources of other staff members.

Staff should mirror the ethnic and gender diversity of the students. They should also represent, though their life experience, a commitment to leadership in some area. Active, confident leaders whose character and skills exemplify the ideals of the program should conduct the program. This is a key ingredient to building community.

Discussion on staff needs should also include the use of volunteers. It is necessary to determine the role of volunteers and what training is required for them. Think of volunteers broadly. Volunteers may come from the civilian community or may be airmen or civilian staff members who volunteer outside of their typical responsibility. Parents often serve as effective volunteers, particularly if they have experience in the activity planned.

For outdoor adventure camps it may be more efficient to use contract employees from parks, environmental education programs, outdoor centers, or other camps that have the specialized knowledge the program requires. This may include simply taking campers to a rafting center and renting river guides for the day, or may require contract staff to accompany youth throughout the camping process.

Consider the following characteristics when choosing staff members for outdoor adventure programs (Schmillen, et al.):

- Maturity (meaning a genuine concern for others, and good judgment)
- Commitment and enthusiasm
- Open, honest and effective communication of values and practices
- Knowledge of specific activities
- Experience of specific activities

Materials, Supplies, and Equipment

After determining the type of activities that will be held the appropriate materials, supplies, and equipment should be selected, ordered, or reserved. Allow enough time for orders to be processed and shipped so that supplies arrive prior to the beginning of camp. An exhaustive list of supplies may be difficult to create months in advance, and it may be necessary to order additional materials prior to the beginning of camp.

For adventure camps, it may be more economical to rent the materials that are needed (tents, etc.) rather than buying all new equipment. However, if you intend to offer an outdoor based camp every year (or more than once a year) the investment in equipment can be worth the cost. If using rented facilities, some or all required equipment may be available through the hosting facility. Equipment checklists for some adventure activities are included in the CD of additional materials.

Food Services

Meals should be nutritional and tasty, and fall within budget guidelines. Vendors and suppliers should be chosen and contracts negotiated. Ordering schedules should be determined for the summer, since most foodstuffs are perishable and cannot be ordered in advance.

If camping outdoors for the duration of the program, you will require someone with experience storing and preparing nutritional meals in the outdoor camp setting.

For more information on preparing food in an outdoor environment, see Menu Planning and Meal Preparation.

Transportation

Depending on the activities planned for the camp and the facilities being used, transportation may or may not play a large role in the planning process. Vehicles that fit the camp's needs should be obtained (if not already available) and contracts for use negotiated. In addition, safe and properly licensed drivers should be hired or trained for the necessary time periods. Prior to camp obtain proper directions and maps to all facilities and ensure that all staff members are familiar with the area of travel.

Risk Management

Comprehensive and proper risk management policies and procedures should be drafted in the months prior to the beginning of camp, ensuring that they do not contradict Air Force policy. This guarantees the safety of participants, but also of staff, volunteers, and any hosting organizations. Risk management procedures will span all aspects of camp from staff training and behavior, medical and health affairs, transportation, camp activities, and emergency procedures. Although the risk management process can be lengthy and tedious, it is one of the most important parts of creating a safe and successful camping program.

Health/Medical Practices

Another important staff member or volunteer to recruit is a licensed medical professional (if a current staff member is not already qualified to fill this position). This individual (or individuals) will be crucial in providing a safe camping program for all involved. For some types of outdoor adventure programs, it is advisable to have at least one adult that is certified in Wilderness First Aid as a staff member or volunteer. All staff members should be trained and certified in First Aid and CPR.

Health and medical guidelines should be created, and all staff aware of emergency medical procedures. Agreements with local hospitals and physicians must be finalized for the care of medical emergencies that cannot be properly addressed by on-site medical staff. Maps to medical facilities should be readily available.

Health related trainings, such as First Aid or CPR, need to be conducted before the start of camp. For high risk activities, seek guidance from Air Force medical personnel to ensure safety risks are minimized.

Marketing and Promotions

A marketing plan is needed to attract and recruit camp participants. The program's targeted audience will drive the marketing scheme. Marketing should start early to publicize camp dates and locations so campers can save the date before summer calendars fill up. Because camp can become an important recruitment tool for Air Force Youth Programs throughout the year, consider investing the time to recruit those youth that are not currently being served.

If a website is to be created, or posters and flyers designed and printed, adequate time should be allotted to have these items ready and distributed before recruitment begins.

An effective marketing plan will help you increase participation and resources to support the program. Your installation marketing office may be able to obtain commercial sponsorship to defray some expenses. You must be able to provide a sponsor substantial benefits equivalent to the support they are providing your program, so it is a "win-win" partnership. Sponsors provide cash or products in exchange for promotion on your marketing materials, and exposure to your participants and others in the military community.

Meet with your marketing/sponsorship staff to see if support from local business is available. You will need to be prepared with information to help them interest sponsors, such as program purpose, number of participants, history/length of program, existing media exposure, budget, etc. This should be done at least three months prior to the start of your program. Provide the sponsorship coordinator any "leads" you may have regarding potential sponsors. These could include those local businesses whose products or services you purchase. Some examples might be outdoor recreation outfitters and suppliers, local sporting goods stores, bike shops, rafting or other "adventure" recreation companies, and athletic drink or snack companies, etc. The more information and assistance you give your Marketing Department, the better their chances of finding an interested sponsor.

Remember that although teens participating in your program may conduct fundraising in accordance with established base and Air Force instructions, only the base Marketing Department may solicit sponsorship for the program (Schmillen, et al.).

Communications

Clear and timely communication will ease any apprehension that may exist for campers and parents and will provide necessary information to successful begin the camping program. Once participants have been recruited, determine the necessary contact that must take place between the camp and participants (and their parents). The communication plan should ensure that parents and youth are well informed of the camp's activities, policies, risks, and expected behavior. It should also allow staff to collect all pertinent information from participants such as health history, emergency contacts, and waiver forms (when required).

Timelines and Task Lists

When viewed as a whole, planning a camping program can be a daunting and overwhelming challenge. However if each component is broken down into smaller parts and tasks, the process becomes manageable.

Prior to starting the planning process for each camp element, create a task list that defines each job to be completed as well as which individual (or individuals) is responsible for carrying it out. This organizes the planning process and minimizes the chance that important tasks slip through the cracks.

Timelines ensure planning progresses and is completed on time. If duties are delegated to individuals, define milestones by specifying a deliverable and a due date. Setting deadlines for tasks is helpful for managing the progress of a group – a timeline for the development process will keep the big picture in mind.

Example 5.3: Adventure Camp Six Month Planning Timeline

6 Months Prior to Camp

- ✓ Determine the goals and objectives of the camp program
- ✓ Conduct a needs assessment of the target population
- ✓ Consider the types of activities to be offered (remember - activities should be age appropriate)
- ✓ Determine facilities, equipment, and staff needs
- ✓ Assess the surrounding region for natural resources that can be utilized
- ✓ Update staff job descriptions
- ✓ Begin staff recruitment
- ✓ Prepare a preliminary budget and determine gaps in funding
- ✓ Create action plan and assign tasks to individuals

5 Months Prior to Camp

- ✓ Confirm the dates of camp
- ✓ Tour and finalize camp facilities (including parks and field trip locations)
- ✓ Assess transportation needs for off-installation excursions
- ✓ Confirm agreements with necessary facilities (including fees and dates)
- ✓ Prepare marketing materials; design print and web materials as needed; print marketing materials for distribution
- ✓ Begin interviewing and selecting candidates for staff positions
- ✓ Review and update all camp policies (including risk management, health, transportation, etc.)

4 Months Prior to Camp

- ✓ Finalize staff selection and begin confirmation process (background checks, paperwork, etc.)
- ✓ Implement marketing plan; continue marketing until beginning of camp as necessary
- ✓ Prepare communications including registration packet, parent/guardian information
- ✓ Review all documents including health history form, incident report form, activity waivers, health and activity logs, emergency contact forms, etc.
- ✓ Begin planning meals and determining food service needs
- ✓ Determine camp themes, classes, and activities
- ✓ Assess materials, supplies, and equipment required

3 Months Prior to Camp

- ✓ Continue marketing camp
- ✓ Begin accepting and registering campers
- ✓ Conduct preliminary staff training (such as CPR and First Aid certification)
- ✓ Develop content for classes, activities, and programs
- ✓ Place orders or requests for necessary supplies, equipment, and materials
- ✓ Meet with Sponsorship Coordinator

2 Months Prior to Camp

- ✓ Place food orders
- ✓ Continue staff training
- ✓ Continue preparations for classes and lesson plans
- ✓ Finalize all off-installation trips and necessary transportation
- ✓ Complete camp registration

1 Month Prior to Camp

- ✓ Ensure that camp health supplies are stocked and prepared
- ✓ Complete staff training
- ✓ Conduct a camper and parent/guardian orientation
- ✓ Mail final information to campers and families
- ✓ Order any last minute supplies that are needed
- ✓ Finalize schedules, classes, and activities
- ✓ Print maps to medical facility and any off-installation sites

1 Week Prior to Camp

- ✓ Work out strategies for bad weather, as well as various options for working with the group
  Review all medical waivers. Note special cases, so that you may observe cautions in appropriate situations.
- ✓ Review emergency procedures. Include clear posting of emergency telephone numbers and maps to emergency facilities.

After Camp

- ✓ Review evaluations
- ✓ Reassess camp goals and objectives and make changes as needed
- ✓ Begin succession planning
- ✓ Review budget and make changes as needed
- ✓ Record and document any useful information that can be used in planning and implementing future camps (such as altering action plan or timeline)

Worksheet 5.2: Adventure Camp Logistical Planning Checklist

Camp Facilities	Staff Member Responsible	Date Completed	Initials
☐ Youth program facilities are reserved and prepared as needed Notes:			
☐ All off installation activity facilities and locations have been determined Notes:			
☐ All fees, contracts, agreements, and dates for facilities have been determined and finalized Notes:			

Funding and Budgets	Staff Member Responsible	Date Completed	Initials
☐ Program fees are set Notes:			
☐ Camp budget has been finalized (including program fees and appropriations) Notes:			
☐ Grants have been researched and applied to Notes:			
☐ The Sponsorship Coordinator has been contacted for in-kind donations and solicitation for program needs in the surrounding community Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Job descriptions are up to date and provided to the personnel office Notes:			
☐ Staff are interviewed and selected in a timely fashion Notes:			
☐ Training materials are up-to-date and prepared for staff members Notes:			
☐ Trainings cover required materials (such as recognizing child abuse, blood-pathogen transmission, etc.) as well as positive youth development, working with youth, and proper facilitation techniques Notes:			
☐ Specialized staffing needs (food service, health, lifeguards, outdoor survival, etc.) are determined and the appropriate individuals are recruited and hired Notes:			
☐ Adequate time for training and curriculum planning is provided, especially for new staff (consider holding initial trainings in the months preceding camp if possible) Notes:			
☐ Staff are provided with the necessary resources for curriculum and program development Notes:			

Staff	Staff Member Responsible	Date Completed	Initials
☐ Returning staff are utilized in the training and planning process in leadership roles (if possible) Notes:			
☐ Volunteer roles are developed and volunteers are recruited (consider Boy Scouts, Girl Scouts, 4-H members, college students, civic leaders, civilian community members, airmen or civilian staff members, and local educators) Notes:			
☐ Required background checks are completed Notes:			
☐ All necessary paperwork for staff members is fully completed Notes:			
☐ Staff are trained how to properly use all specialty equipment Notes:			

Materials, Supplies, and Equipment	Staff Member Responsible	Date Completed	Initials
☐ An inventory of current supplies is taken Notes:			
☐ Medical supply needs are determined and purchased Notes:			
☐ All classes and activities are assessed for supply needs (include at-large program supplies such as nametags) Notes:			
☐ Order or request materials in advance, but reassess needs prior to the beginning of camp Notes:			
☐ Equipment needs are assessed and proper equipment is rented or purchased as needed Notes:			

Food Services	Staff Member Responsible	Date Completed	Initials
☐ All meals and snacks follow proper dietary guidelines Notes:			
☐ Food orders and requests are submitted in a timely manner Notes:			
☐ Additional supplies or materials (such as utensils, plates, bowls, cooking utensils etc.) are determined and ordered Notes:			
☐ Established budget guidelines are followed Notes:			
☐ Food service staff are properly trained in storing and preparing meals in outdoor settings Notes:			

Transportation	Staff Member Responsible	Date Completed	Initials
☐ The number of individuals requiring transportation is determined (participants and leaders/staff) Notes:			
☐ All destinations/locations are identified (field trips, other facilities, etc.) Notes:			
☐ Type of transportation to be used is determined (bus, van, public transportation, etc.) Notes:			
☐ Staff members responsible for driving have the appropriate licenses and certifications Notes:			
☐ The driving records of staff members responsible for driving are checked for safety Notes:			
☐ First aid kits are prepared and stored in each vehicle Notes:			
☐ Each vehicle contains maps to local hospitals and emergency contact information Notes:			
☐ Proper insurance is obtained or verified for rented vehicles Notes:			

Transportation	Staff Member Responsible	Date Completed	Initials
☐ Vehicles are properly maintained Notes:			
☐ All rental contracts are completed Notes:			

Risk Management	Staff Member Responsible	Date Completed	Initials
☐ Comprehensive staff training is completed (including but not limited to sexual assault, child abuse, health policies, emergency procedures, etc.) Notes:			
☐ Policies for individual camp aspects are defined (transportation, health, food service) Notes:			
☐ All policies and procedures are verified to fall within Air Force guidelines Notes:			
☐ Emergency procedures are developed and practiced by staff Notes:			
☐ Documentation is well understood by all staff members and is carried out in a timely and organized fashion Notes:			

Communications	Staff Member Responsible	Date Completed	Initials
☐ All forms and documents are up to date Notes:			
☐ Parents/guardians have access to necessary forms (website, mail, etc.) Notes:			
☐ Information on camp programs is prepared and readily available (website, brochures, etc.) Notes:			
☐ Camper information is collected in a timely manner, especially important information such as emergency contacts and health history Notes:			
☐ Contact information is available to parents/guardians in case of questions and concerns Notes:			
☐ Expected behavior and code of conduct is explained to all participants and parents/guardians Notes:			
☐ A parent/guardian information packet is prepared and distributed Notes:			
☐ Necessary activity waivers are distributed and collected prior to camp Notes:			

Health and Medical	Staff Member Responsible	Date Completed	Initials
☐ Employees undergo proper training (health and emergency policies, CPR, First Aid, Wilderness First Aid, etc.) Notes:			
☐ Medical staff are indentified Notes:			
☐ Hospitals for emergency treatment are identified and contacted Notes:			
☐ Health history and emergency contact information are collected from participants and staff and stored in an easily accessible and organized location Notes:			
☐ High risk activities (horseback riding, high ropes, rafting, etc.) are evaluated for ways to reduce risk Notes:			
☐ Maps to medical facilities are copied and stored in highly visible places Notes:			
☐ Emergency numbers (911, fire, program director, etc.) are posted next to phones and in other highly visible locations Notes:			

Marketing and Promotions	Staff Member Responsible	Date Completed	Initials
☐ Advertisements for print publications (both on and off installation) are designed and submitted Notes:			
☐ Information about camp programs is located on appropriate websites with links to more information and/or registration materials Notes:			
☐ Posters and flyers are designed and hung in high traffic areas Notes:			
☐ Presentations are given to appropriate groups and audiences Notes:			
☐ Marketing and recruitment efforts are begun early so as to avoid competition with other summer activities and programs Notes:			
☐ Youth not currently being served by Youth Programs are recruited in order to increase reach and population served Notes:			

Adventure Camp Essentials

Wilderness Accident Response

In the unfortunate event that you should be involved in an emergency situation, remember a few critical things:

- First alert the Emergency Medical Services (EMS). In the U.S.A. dial 911 or the local emergency number.
- The most highly trained and experienced person should perform first aid. If that person is also the leader, they should have the assistant leaders keep the group active and fully functioning while he/she performs first aid.
- Evacuate or send for help if necessary
- The assistant can then direct the group to:
    - Stay warm or cool
    - Gather wood
    - Build a fire and/or shelter
    - Break out a stove and boiling water for hot drinks or meal preparation
    - Prepare for evacuation
    - Make a stretcher if needed

It is important to use the group effectively and to keep them fully functioning, even if the tasks are not all that necessary to the situation. Group morale and effectiveness can prevent disaster. If at all possible, keep the group busy during first aid treatment, as they too can suffer from sympathetic identification with the victim. Analyze the total situation following immediate first aid, then fill out two Accident Report forms and make a plan for the duration. If the victim can be evacuated, build a stretcher, establish a plan, and rest. Feed the group if necessary (don't forget your victim(s), if they can eat let them). If possible, send two competent and strong runners ahead with one copy of the Accident Response forms, a map of your location, an agreed route with trail marking signs and some change for a phone call. If there is any doubt about evacuating the victim(s), due to their condition or your insufficient staffing, stay put. Establish the best available campsite with adequate fire, shelter, food, water and good morale.

Always think and act in terms of the victim(s). If you decide not to evacuate, send two strong messengers (teen leaders or adults) with one copy of each accident report (one for each, if multiple victims), maps, agreed route with trail marking signs and change for a phone call. Messengers must travel swiftly with a minimum of equipment and mark the trail to help the returning rescuers. Once in contact with civilization, the messengers should call the local Police and the base Security Forces. Those authorities will then relay the message to the local search and rescue services. The messengers' job is not ended there. They must make certain that their message is sent at once, accurately, and that it reaches the rescue leader. Often a rescue depends upon a chain of communication relayed from one to another until the rescue leader is contacted. Anywhere along the way vital information may be lost or just not understood. Get confirmation! It is extremely important that the chain of communication not be broken. If the rescue leader cannot be personally contacted, then messengers must be insistent to the point of being obnoxious if necessary (Schmillen, et al.).

Backcountry First Aid Kit

Below is a suggested guideline for a backcountry first aid kit from which you may adapt to your own needs. Quantities will need to be adjusted to the size of the group and the length of the trip. The way your kit is packed will also depend on the nature of the trip.

Water based activities require careful packing and waterproofing. Military issue Ziploc bags and waterproof cases for rafting trips are the best bet. For backpacking trips and other activities where weight is a consideration combine the Ziplocs with nylon cases.

Whatever method you use, it is imperative that adult leaders know exactly where everything is and that the kits are restocked at the end of every camp session. Check carefully for damaged items and expiration dates (Schmillen, et al.).

Item	Quantity	Item	Quantity
• Water purification tablets or filter	10-15 tablets	• Ace bandages	2 ea 3”
• Eyewash (Visine, etc.)	½ oz. bottle	• Battle dressing	1 ea 4”
• Lip balm w/sunscreen	1 tube	• Cloth tape	1-2” roll
• Sunscreen (maximum protection)	2 oz. bottle	• All-purpose quality scissors	1 pair
• Tincture of Benzoin	1 oz. bottle	• Needle	1 medium
• Betadine or tincture of zepherin	1 oz. bottle	• Tweezers, sharp points	1 pair
• Band-aids	12-15	• Safety pins assorted	
• Moleskin or Second skin	3 sheets	• Thermometer (normal & low reading)	1 oral
• Suture strips or butterfly dressings	6	• Feminine Hygiene Products	
• Gauze bandage roll	2”x2”x5yd	• Scalpel blade	1
• Sterapad	32”x2”, 64”x4”	• Cervical collar	1
• Triangular dressing (cravat)	4 or more	• SAM splint	1
• Emergency phone numbers		• Accident report form, pen or pencil	3

Additional Resources

A First Aid manual with emergency directions, such as ***The Outward Bound Wilderness First-Aid Handbook***, by Jeff Isaac and Peter Goth, MD., ***Medicine for Mountaineering***, third edition by James A. Wilkerson, ***Mountaineering First Aid***, by Dick Mitchell or ***Emergency Survival Handbook***, by the American Outdoor Safety League are valuable references

Procedures to Follow when Lost

While on an outing you may become separated from the main group and lost. Before this becomes a reality, discuss these guidelines during orientation to become familiar with the right things to do.

Your Immediate Action

- Admit to being lost and don't panic.
- Sit down, relax, and review all your options.
- Begin to prepare for a one week stay. Don't worry! This is not to say you'll spend a week's vacation there in your beautiful setting. But, depending on many rescue factors involved it may take an organized team a while to locate you.
- Find a protected niche and setup a shelter.
- Find water and conserve energy.
- Food is the least of your worries as you can normally last twenty to thirty days without it.
- Relax, improvise and use your imagination to help your situation; it may be all you have for a few days.
- Establish air to ground signals using bright colored objects, rock placement, snow track words, etc.
- Before moving out to find your way back, make very sure you consider the 359 compass degree chances you have of going the wrong way (Schmillen, et al.).

Before Walking Out

Several basic requirements should be met before you try to travel out of a survival situation. If any of these cannot be fulfilled in regards to your particular emergency, then camp and signal for help.

- Do you know approximately where you are and where safety lies? If you are relatively uncertain about either your present whereabouts or the way out, don't start.

- Are you physically up to the trip? Perhaps you are already exhausted and in a weakened condition. Perhaps there is waist deep snow or tough brush country. Be extremely cautious when you are evaluating your stamina, and if you are at all in doubt, stay where you are. The chief factor in death by exposure is exhaustion.

- Do you have a definite means of both setting out and maintaining direction? If you have a compass and understand the simple essentials of its use, then you can count on keeping to a planned course. If not, there are the stars, the sun, the moon, prominent landmarks you might know or the several basic shadow methods of telling direction. But, if you're still hazy about determining and keeping a heading, stay put.

- Do you have adequate clothing? You can get by with insufficient clothing and poor footwear when you are going no further than from your campfire to the surrounding area to secure water and firewood, however trying to travel when you are improperly protected is an entirely different matter which can end in disaster. In warm weather there will be masses of insects that a campfire would keep away. Even wet socks, when you have no spares, may eventually incapacitate you. Unless your clothing is sufficient to protect you from all the hardships of the trail, remain by your campsite.

- Food, fuel, shelter and the ability to signal for help at a moment's notice, as when a search plane is heard, must all be considered from the viewpoint of traveling.

- If you cannot depend upon food gathering and living off the country to at least a strength maintaining degree, you'll do better by staying put.

- Fuel may be no problem but if you have to cross barren country, particularly in winter, then your life may depend on your carrying sufficient fire-making materials (Schmillen, et al.).

Outdoor Food Preparation

Menu Planning and Meal Preparation

Menu planning is definitely an art and is developed with practice. A few guidelines and practical hints have been listed here for your convenience, but many more can be found at your local library in books on outdoor cookery.

Meal planning for trips can be divided into two main categories:

1. Meals where weight is a consideration as for backpacking and snow camping trips.
2. Meals where weight is not of primary concern, like for rafting and car camping trips.

Factors you'll have to take into consideration include:

- Size of group
- Length of trip
- Perishable food items
- Packing and storage considerations
- Nutritional requirements
- Caloric demands of the trip food aversions (dietary, allergic, religious, strong dislike)

The first step in menu planning is to list the meals you need to provide. Then decide what you will serve for each meal. Make a shopping list of all the ingredients you will need for each meal. You will find that the serving sizes listed in most recipes and on most food packages will not be enough. When in doubt, you should bring more food along. This judgment comes with practice (Schmillen, et al.).

Lightweight Meals on a Backpacking Stove

Except in cases where pack weight must be kept to an absolute minimum (for instance on an extended backpacking trip where the group is also carrying climbing gear) it is not necessary to rely on the overpriced and often tasteless freeze-dried meals sold in sporting goods stores. There are much more reasonably priced, appealing, and nutritionally valuable meals available in your nearby grocery store. The foods listed below can be mixed in endless combinations for lightweight, easy, and tasty one-dish meals, such as:

Meats:

- Small cans of chicken and turkey (same size as tuna fish).
- Hamburger can be browned before hand with onions and seasoning and then either frozen or dried in the oven: let cook in a 140 degree oven for six to eight hours. Use in one or two days.
- Precooked ham

Starches & Seasonings:

- Bisquick biscuits or dumplings
- Macaroni
- Minute rice
- Instant soups
- Instant mashed potatoes
- Instant sauces
- Stove top stuffing
- Seasoning packets (for tacos, stews, etc.)
- Dehydrated onions and garlic
- Herbs and spices
- Pita bread

Breakfasts:

- Instant cereal packets
- Eggs (store in water bottle, use first day)
- Granola bars
- Breakfast bars
- Pancakes
- Bagels and cream cheese
- Pre-baked trail breads

Desserts:

- Instant puddings
- Instant cheesecake, mousse, etc.
- Pre-baked or store bought cookies, brownies, etc.
- Popcorn
- Small candy

Drinks:

- Instant cocoa
- Brew and instant coffee
- Tea
- Instant spiced cider
- Kool-Aid
- Instant coffee

Condiments:

- Squeeze margarine
- Honey
- Salt and pepper
- Powdered milk
- Sugar and creamer

Repackage all food to reduce its size and weight. Remove unnecessary packaging and group the food together by meals and cooking groups (generally four people to one backpacking stove). Mark well to avoid confusion. Leaders should also carry high-energy snacks (candy or nuts) to boost morale and energy in low moments (Schmillen, et al.).

Non-Lightweight Meals for Camp Stoves or Dutch Ovens

When cooking on a camp stove (whether propane or white gas) you should look for meals that are quick to prepare in order to save fuel.

The possibilities include:

- Spaghetti
- Tacos
- Stir-fried dinners
- Bacon and eggs
- Pancakes
- French toast
- Canned chili, stew, and soups
- Chili, stews, and soups cooked beforehand

On rafting or camping trips where weight and storage considerations are not a problem, it is possible to get really creative when preparing meals with Dutch ovens. Dutch ovens are surprisingly versatile and fun to use, though they take some time to develop a feel for cooking. As your cook or group masters the technique, they'll be very impressed at the results.

Aluminum Dutch ovens are lighter and easier to care for than cast iron. Be sure to get ones with legs and a lipped cover to hold charcoal briquettes. Remember to take advantage of their stacking ability; you can go up to three high by placing briquettes in between each one.

Basic Dutch Oven Procedures

- Always use a fire pan with three inch sides to contain charcoal and Dutch ovens.
- Mound charcoal in a pile and douse well with lighter fluid. Ignite and let heat for twenty to thirty minutes or until briquettes are grey or glowing.
- When handling Dutch ovens, use heavy leather gloves, long handled pliers, a small shovel for moving briquettes, and pot holders.
- Place a shovel full of briquettes (approx 8) on the bottom of the fire pan and put the Dutch oven on top, then arrange more charcoal on the closed lid. Charcoal should be placed evenly with an inch of breathing room around each briquette. When baking breads and cakes, you want more heat coming from the top than the bottom to avoid scorching.
- Check the oven often and regulate heat by adding or removing charcoal.

Some excellent dishes for Dutch oven cooking include:

- Stuffed game hens
- Barbecued spareribs or chicken
- Baked potatoes
- Stews
- Steamed corn on the cob
- Chili
- Cornbread
- Pizza
- Pineapple upside-down cake and Cobblers
- Brownie mixes

Grilling is of course a very popular form of outdoor cookery. Hamburgers, hot dogs, steak, chicken, and fish are great menu items especially when served with lots of condiments and side dishes like:

- Salads
- Ice cream
- Fruit, fresh or canned
- Prepared or store bought baked goods
- Deli items
- Instant cheesecake

(Schmillen, et al.)

Recipes for Popular Dutch Oven Meals

Stuffed Cornish Game Hens

One hen per serving. Stuff hens with Stove Top Stuffing (one box per six hens); put hens in Dutch (five or six birds per Dutch, depending on size) with drumsticks pointing up. Wrap a slice of bacon around each pair of drumsticks and secure with toothpick. Pour two cans of frozen apple juice concentrate (defrosted and undiluted) over birds and sprinkle a handful of raisins over all. Cook for an hour to an hour and a half, until nicely browned.

Chili

Brown five pounds of hamburger. Combine with ten one-pound cans of chili with no beans, two three pound cans of pork and beans, one half bottle of dehydrated onions, half a cup of brown sugar, one quarter cup honey, one tablespoon each ground cumin, Mexican seasoning, and garlic powder. Combine all ingredients and a little water if necessary to make mixture stir-able. Cook slowly in oven to avoid scorching for at least two hours. Serve with grated cheese, chopped onions, tortilla chips, jalapenos, and Tabasco sauce. Serves twenty generously.

Beans

Dice one package of bacon into half inch pieces and brown in Dutch. Remove bacon with slotted spoon and cook three chopped onions in bacon fat. Add ten one-pound cans baked beans, one and a half cups mild taco sauce, and one-half cup prepared mustard. Cook for half an hour. Serves twenty.

Coffee Cake

Mix together eight cups Bisquick, half cup sugar, and one-quarter cup buttermilk baking powder. Add three eggs slightly beaten and enough water to make soft moist dough. For filling, combine four cans apple pie filling, one-cup brown sugar, two tablespoons apple pie spice, three tablespoons brandy extract, and two tablespoons vanilla extract. For topping, combine one stick butter, one-half cup flour, one quarter cup brown sugar, and one teaspoon cinnamon. Spread dough on bottom of greased Dutch, add filling, and sprinkle on topping. Bake for one hour. Serves ten to fifteen.

Dump Cake

In a greased Dutch oven, add two cans cherry pie filling and spread evenly over the bottom. Add a large can of crushed pineapple (un-drained). Then "dump" a box of yellow cake mix over fruit (do not make a batter), pour a stick of melted butter evenly over all and sprinkle with one cup chopped pecans. Bake for an hour or until the cherry juice comes up through the top of the cake. Serves ten to fifteen.

No matter what kinds of meals you're preparing, always take extreme care to be as hygienic as possible. Everyone handling food must wash hands with soap and then rinse in bucket of water with a couple capfuls of chlorine bleach added. Clean and disinfect all cooking and eating utensils the same way. Store food carefully. Keep cool foods cool and hot foods hot. When in doubt of its storage ability, throw it out (Schmillen, et al.).

Dutch Oven Care and Use

The Dutch oven is a versatile cooking pot that substitutes for a host of outdoor cooking utensils. With its snug-fitting lid in place, and heated with charcoal briquettes, it is an oven. Food can be baked, braised, stewed, or roasted. With the lid removed, the oven becomes a kettle for boiling, deep fat frying or heating food quickly over a fire. Even the lid doubles in service and can be converted into a frying pan.

The original camp Dutch Oven was designed for cooking complete meals on open fires without the need for other appliances (a shovel, pliers and leather gloves come in handy, though). It is a kettle, a frying pan, an oven, a pot and a stove-all in one portable utensil. A unique cooking device, the Dutch Oven can produce delicious and nutritious meals with little trouble or skill.

A true camp Dutch Oven is easily identified by its three legs, which extend below the oven and permit it to sit over hot coals and by its flat lid, which has a vertical lip around the outside edge to hold the hot coals that are placed on top. Supermarkets and hardware stores do not regularly stock the camp Dutch Oven, so you may need to order it directly from the manufacturer or a river supply/outdoor equipment catalog. The important thing to remember when purchasing a Dutch Oven for outdoor use is that it is not simply a flat-bottomed kettle made for kitchen cooking.

Types of Dutch Ovens

The camp Dutch Oven is made specifically for outdoor cooking. It is made of heavy cast iron or aluminum in basic sizes from 8 to 24 inches in diameter, and from 4 to 6 inches deep.

The cast iron Dutch Oven is heavy, thick, and flat on the bottom with three short legs. The lid is tight fitting and has a vertical lip with a handle in the center. There is also a bail handle for lifting the entire unit. Proper seasoning (placing vegetable oil in a hot Dutch and rubbing it all over) of a cast iron camp Dutch Oven is essential. If you scour your oven with strong detergents, it will need re-seasoning frequently. Rub the oven with unsalted shortening and place it in your oven at home until it smokes. Then wipe it out. If you wash it with detergent between uses, it is a good idea to grease it to keep it from rusting. It is best, too, to store a cast iron Dutch Oven upside down and with the lid off.

The aluminum Dutch Oven is popular with campers because it is lightweight, rustproof, and requires no seasoning. Cast iron, though it is heavier than aluminum and takes longer to heat, heats evenly and stays hot for a long period of time. The aluminum Dutch is one-third the weight of the cast iron, and thus it is more portable on camping trips. It is the only model that can be backpacked by a hiker. The two types cost about the same (Schmillen, et al.).

Using Dutch Ovens

It is important that you do not overheat an aluminum oven, because you can cause permanent damage. Use charcoal briquettes to heat your Dutch Oven, allowing twenty to thirty minutes for them to heat properly before placing them around the oven. It is a good idea to preheat the lid when baking to prevent heat from being drawn out of the porous iron by cold ingredients.

An aluminum oven heats quickly and requires 5 to 8 briquettes evenly distributed underneath and 12 to 16 briquettes on the lid for a 12" Dutch. Using additional coals to try to speed up the cooking time is unwise, since it can damage the aluminum and cause the food to burn. Cast iron requires more cooking time than aluminum, but the number of coals on top and bottom remains the same.

The cast iron or aluminum Dutch Oven can be permanently damaged by pouring cold water into a hot oven, by uneven heating caused by putting coals on only half the oven or lid, by careless packing while traveling (the legs can be broken off or pushed up through the bottom by too much jamming), and by rust and corrosion.

When using more than one oven, the second can be stacked on top of the first and so on. Additionally, the lid turned upside down on the coals can be used for frying (Schmillen, et al.).

Additional Resources

For more information on Dutch Oven care and use (and for more recipes) see ***Ol' Buffalo Camp Cook*** at http://www.three-peaks.net/dutch_o.pdf.

The Cooking Environment

A few simple rules of conduct can help contribute to low impact cooking in camp and preserve beautiful, natural campsite environments.

Stoves:

- Use gas stoves whenever possible, especially in areas where fire danger is high, driftwood is scarce (like on desert rivers or during drought years), and anytime on high use rivers.
- A #25 propane cylinder provides enough fuel for a party of 15 people for a 5 day trip, with the stove used for about half the cooking tasks. The remainder is done with charcoal on a grill or in Dutch Ovens.

Charcoal Briquettes:

- They provide consistent, long lasting heat.
- They reduce the impact of wood gathering around campsites.
- Briquettes result in minimal ash residue.
- A 10 lb. bag will provide cooking heat for 6 Dutch Ovens, which will serve 30 people.

Fire pans and ashes:

- A fire pan can be made with sheet metal with 3-4" sides to contain ash.
- Oil drain pans available from auto parts stores make excellent fire pans for small groups. The round pans have 3-4" sides and are a perfect size for a Dutch oven.
- Fire pans eliminate proliferation of unsightly fire rings and reduce the demand for wood, because users tend to build smaller fires.
- Use of a fire pan helps prevent wildfires.
- On many rivers, fire pans are required.
- Pans prevent the spread of ash or charcoal on beaches and in camps. Elevate your fire pan, if possible, on rocks to protect the soil and surrounding vegetation. If you are not able to elevate it, put it on un-vegetated sand or a gravel bar, where it will do the least damage to soil organisms.
- Each morning before breaking camp, some groups turn their cook fire into a refuse incinerator. Burning garbage, especially plastics, in the cook fire produces objectionable smoke and fumes. It's recommended to pack out your plastic, aluminum, and paper products (along with food scraps) for recycling or disposal at a designated landfill.
- Manage your campfire to produce the least amount of residue.
- After your fire has burned completely down, stir a little water or unused coffee or dishwater into the embers to drown the fire.
    - Transfer mixture into an airtight surplus ammo can, or similar container. Bring enough cans to contain such residue for your group for the entire trip.
    - At your next campsite, recycle the ash to cover the bottom of your fire pan, which will reduce the ash further and eliminate warping of the pan.
    - Do not dump residue into rivers or streams, because it will be deposited back onto the beaches and banks.
- The impact along streams and river corridors is significantly reduced by the use of fire pans and low-impact camping.
- Do not build your campfire bigger than necessary (Schmillen, et al.).

Disposal of Waste Water:
Never pour unwanted juices or fluids on the ground or in a stream, as it attracts flies, yellow jackets, chipmunks, bears and other wildlife. Pour them into your garbage container (an airtight, 20 mm ammo can) if river camping. Never pour wastewater or fluids into an outhouse, because it slows biodegradation. Fecal material in a pit privy must be dry to reach 140 degrees F temperature in order to biodegrade; adding waste kitchen gray water makes privies less efficient. Strain dishwater above the high-water level and far away from camp and put screened particles in your trash container. Also, strain all wash buckets and use the last rinse water to wash down the others (a strainer can be purchased in any cooking store) (Schmillen, et al.).

Camp, River, and Personal Sanitation

A few simple rules of conduct can help contribute to a lower environmental impact on campsites, more hygienic kitchen and perpetuate a beautiful, natural camp environment for the next travelers that come that way. So, talk to youth about these things to consider when occupying a camp.

Food and Water Handling

In order to prevent contamination of food and water during its preparation when camping, personal and environmental cleanliness are vitally important. You should consider all backcountry water potentially contaminated. When carrying water is not practical, you will have to kill or remove disease-causing organisms by heat, chemical, or mechanical disinfection of the water. Water purification is a complex subject, and you should consult industry standard products on the market for a reliable source of detailed information. Along rivers where human contamination is minimal, a water filter is ideal for drinking and food preparation water. Consider a filter that features a cleanable canister. These filters are available at most river supply companies and some sporting goods stores. Large water containers can be filled when in camp and taken on daytrips for easy access to fresh water. Remember to disinfect drinking water containers on a regular basis with a small amount of chlorine bleach.

Garbage

The only acceptable way to carry your garbage is in an airtight metal or plastic container. Carrying garbage in a plastic bag alone is inadequate because it tears easily. Separate your glass and aluminum, which can be recycled in most cities.

Food Preparation

Have a hand wash station available at all meals for the cooks and everyone sharing the food. It should consist of 2 buckets, one to soap in and one for rinsing your hands. Use a dip cup along with the rinse bucket so as not to contaminate it with soapy water. Do not use the same buckets to wash food. Add 1-1/2 to 2 tablespoons of chlorine per 5 gallon bucket of water of rinse water.

No one with the symptoms of a communicable disease should be allowed to prepare food or handle utensils for other people. Use only knives from the kitchen kit for food preparation, which have been washed after each meal. Personal knives should not be used for food preparation, especially ones that fold (these hold bacteria). Insist everyone wash their hands with soap and water after using the toilet. Follow the same procedure for the hand wash as stated above (Schmillen, et al.).

Dish Washing

Scrape food residue with a rubber spatula from plates and Dutch Ovens into your garbage container, to keep dishwater cleaner.

To wash dishes use a four bucket wash method.

- The first bucket is a cold water "de-gunker" to get rid of most of the food residue.
- The second bucket is a hot water wash with soap.
- The third bucket is a hot water rinse. The rinse temperature should be too hot to immerse your hands in the water for long.
- The fourth bucket is a cold water rinse with chlorine bleach, mixed at one and one-half tablespoons bleach per 5 gallons of water.
- Strain the dishwater above the high-water level and far away from camp and put screened particles in your trash container.
- No food particles should be left on the ground; they attract insects and small animals. Remember that popular campsites can be occupied every night and are impacted by careless camp practices (Schmillen, et al.).

Human Waste Disposal

Because of the impact on soils, vegetation, and hazards associated with burial of feces on river trips, human wastes should be packed out to a collection container specified for this use or recreational vehicle dump station. In remote locations where toilets are unavailable and pack-it-out practices for human waste are not needed (like when backpacking), feces should be disposed of in a place where it will not pollute water and will not be found by others. The recommended policy currently emphasizes burial of human feces in small latrines ("cat holes") located at least 200 feet from the nearest surface water or trail. Group use of single latrines at overnight campsites is not generally recommended since such concentration of human waste tends to increase the health hazard.

The principle factors in waste decomposition vary with the environment, but sunlight (warmth), moisture, and soil bacteria all play roles. Consider these things before you decide on a method of waste disposal, because each campsite will have different variables. In areas where cat holes or latrines are dug in organic soil layers, soil bacteria are the major decomposing agents; therefore, topsoil should always be mixed with feces before burial. In more sterile soils (sand or predominantly inorganic soil layers), subsurface moisture is often the critical factor. Here feces should have a shallower burial. In cooler forest soils and tundra vegetation, feces left on the ground can often decompose more effectively by sunlight and/or surface moisture than if the waste material were buried. The likelihood of someone encountering unburied waste must also be considered, however.

On the trail, when latrine facilities are unavailable, feces should be given a shallow burial well away from the trail, with proper drainage considerations. Rolling a rock for an impromptu latrine should be discouraged, especially in heavily used areas. Urination should be done well away from trails and fresh water sources, although not necessarily in a latrine. Urinate in areas with thick humus layers and drainage. Try to avoid fragile vegetation because the acidity of urine can affect plant growth.

Toilet paper should be completely burned. In low moisture or high fire hazard areas, toilet paper should be bagged and packed out. When available, snow, leaves, and other natural substitutes are preferable. Tampons can be burned only in an extremely hot fire; therefore, in most cases they should be bagged and packed out. Never bury tampons in a latrine. Soap must not be used in lakes and streams.

Bathing with soap involves jumping in the water, lathering on the shore far away from the water, and rinsing the soap off with water carried in buckets. This method allows the biodegradable soaps to break down and filter through the soil before reaching any body of water (Schmillen, et al.).

Essentials for Backcountry Travel

Too many times people have not been prepared when adverse environmental events take place. An early season snow storm, an injury in the field, or even a wrong turn which leads to being lost can quickly become a serious matter if you are not prepared. Here are the essential items to have with you on any backcountry trip.

- Navigation
  - Map & compass and the knowledge of how to use them
- Light
  - Flashlight with extra bulb
  - Batteries
- Food
  - Extra food and adequate water
- Clothing
  - Extra for a bivouac (unplanned camp shelter), preferably wool or synthetic
- Signals
  - Cellular phone (may not work in the mountains)
  - Audible device, as in a whistle
  - Visual device, as in a mirror
  - Smoky fires
- Sun Protection
  - Sunglasses, sun-hat and sunscreen
- Fire
  - Fire starter (like paper) and waterproof matches or lighter in two separate places, and the knowledge and skill for starting fires under adverse conditions
- Emergency Shelter
  - Large plastic garbage bag, poncho or tarp, including line or cord and some kind of ground insulation
- First Aid Kit
- Knife
  - Either a foldable pocket knife or a strait bladed knife in a protective sheath (Schmillen, et al.).

Additional Resources

The Power of Team Building: Using Rope Techniques by Harrison Snow. Pfeiffer & Company. 1992.

10 Minute Life Lessons for Kids by Jamie C. Miller. Harper-Perennial Publishers. 1998.

Advanced Games for Trainers: Paradigm-Busting Experiential Learning Activities by Rod Napier and Matti K. Gershenfeld. The McGraw-Hill Companies. 1997.

Changing Pace: Outdoor Games for Experiential Learning by Carmine M. Consalvo. Human Resource Development Press. 1996.

Community Problem Solvers: Youth Leading Change by Kathleen Stack, Melanie Biermann, Robin Pulver, and National Helpers Network Staff. National Helpers Network, Incorporated. 1996.

Islands of Healing: A Guide to Adventure Based Counseling by Jim Schoel, Dick Prouty, and Paul Radcliffe. Kendall/Hunt Publishing Company. 1988.

Joining Hands: A Resource Book on Integrating Experiential Learning into the School Curriculum by Designs for Learning, Inc. Staff. Kendall Hunt Publishing Company. 1996.

Personal Growth Through Adventure by David Hopkin and Roger Putnam. Taylor & Francis, Incorporated. 1993.

Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership by Karl Rohnke and Steve Butler. Kendall/Hunt Publishing Company. 1995.

Respecting Our Differences: A Guide To Getting Along in a Changing World by Lynn Duvall. Free Spirit Publishing. 1994.

Silver Bullets: A Guide to Initiative Problems, Adventure Games, and Trust Activities by Karl Rohnke. Kendall/Hunt Publishing Company. 1984.

The Complete Games Trainers Play: Experiential Learning Exercises by Edward E. Scannell and John W. Newstrom. The McGraw-Hill Companies. 1994.

What Do You Stand For?: A Kid's Guide to Building Character by Barbara A. Lewis. Free Spirit Publishing. 1998.

Youth Leadership in Action by Project Adventure Incorporated Staff. Kendall Hunt Publishing Company. 1994.

Basic Rockcraft by Royal Robbins. La Siesta Press, Box 406, Glendale, CA 91209

On Rope: North American Vertical Rope Techniques by Allen Padgett and Bruce Smith. National Speleological Society, Cave Avenue, Huntsville, AL 35810

Basic Essentials Collection by ICS Books. One Tower Plaza, Merrillville, ID 46410

- Basic Essentials of Backpacking
- Basic Essentials of Camping
- Basic Essentials of Canoeing
- Basic Essentials of Canoe Paddling
- Basic Essentials of Cooking
- Basic Essentials of Desert Survival
- Basic Essentials of Edible Wild Plants
- Basic Essentials of Hypothermia
- Basic Essentials of Kayaking Whitewater
- Basic Essentials of Knots
- Basic Essentials of Map & Compass
- Basic Essentials of Minimizing Impact
- Basic Essentials of Mountain Biking

Basic Essentials Collection by ICS Books. One Tower Plaza, Merrillville, ID 46410

- Basic Essentials of Rescue/Backcountry
- Basic Essentials of Rock Climbing
- Basic Essentials of Sea Kayaking
- Basic Essentials of Survival
- Basic Essentials of Weather Forecasting

Campfire Tales by William Forgey, MD. ICS Books, Inc., One Tower Plaza; 107 E 89th Ave., Merrillville, IN 46410,

Camping Secrets by Cliff Jacobson. ICS Books, One Tower Plaza, 107 E 89th Ave., Merrillville, IN 46410

Canoeing And Camping: Beyond The Basics by Cliff Jacobson. ICS Books, One Tower Plaza,107 E 89thAve., Merrillville, IN 46410

Cooking The Dutch Oven Way (2nd Ed) by Woody Woodruff. ICS Books, Inc., One Tower Plaza, 107 E 89th Ave., Merrillville, IN 46410

The Klutz Book Of Knots by John Cassidy. Klutz Press, PO Box 2992, Stanford, CA 94305, ISBN 0-932592-10-4 The Mountain Bike Repair Handbook by Dennis Coello. Lyons & Burford 31 W 21 St., NY, NY 10010

Mountain Biking For Mere Mortals by Michael Hodgson. ICS Books, Inc., One Tower Plaza, 107 E 89th Ave., Merrillville, IN 46410

The Outward Bound Wilderness First-Aid Handbook by Jeff Isaac, PAC & Peter Goth, MD. Lyons & Burford Publishers, 31 W 21 Street; NY, NY 10010

Rock Sport by John Forrest Gregory. Stackpole Books, Cameron & Kelker Sts, PO Box 1831,Harrisburg, PA 17105

The Wilderness Educator: The Wilderness Education Association Curriculum Guide by David

WORKSHEET 5.3: ADVENTURE CAMP SUMMARY CHECKLIST

Use the following checklists to review how well day camping programs utilize and incorporate elements of positive youth development.

Positive Relationship with a Caring Adult	Almost Always	Sometimes	Hardly Ever
Do adults exhibit a caring attitude?			
Do adults enjoy fun and games?			
Do adults make an effort to get to know campers?			
Are adults positive role models for campers?			

An Emotionally and Physically Safe Environment	Almost Always	Sometimes	Hardly Ever
Are there enough adults and teen leaders to supervise all campers?			
Are all adults and teens properly screened and trained?			
Are all adults and teens properly prepared for their roles and responsibilities?			
Is the physical environment safe?			
Do adults establish and enforce ground rules?			
Do adults make accommodations for those with special needs?			
Is safety a consideration for all activities?			
Is there plenty of water available for campers and adults?			

An Inclusive Environment	Almost Always	Sometimes	Hardly Ever
Do adults welcome all of the campers and lead group activities?			
Do adults and teens call everyone by name?			
Is there diversity among participants and is uniqueness embraced?			
Do campers communicate with respect to each other and to adults?			
Do adults listen and communicate with respect to the campers?			
Does the program offer activities that build trust?			
Is the program based on youths' needs and interests?			
Are there a variety of reflections, ceremonies, and presentations included that do not offend groups or individuals?			

Checklist adapted from National 4-H Council's "Essential Elements of 4-H Youth Development" which was adapted from Brenda Young, Extension Educator, 4-H Youth Development, OSU Extension – Wyandot County, which was adapted from Kirk Astroth's "Critical Elements and Practices for 4-H."

Engagement in Learning

	Almost Always	Sometimes	Hardly Ever
Do youth have leadership roles?			
Do youth have choices and think for themselves?			
Are youth provided with learning opportunities that are not available at home or school?			
Is learning for discovery instead of a grade promoted?			
Are youth offered the chance to share and reflect on what they learned?			

Opportunity for Mastery

	Almost Always	Sometimes	Hardly Ever
Are a variety of hands-on learning activities offered?			
Are campers recognized for their achievements and gains in knowledge?			
Is the experiential learning model used to teach?			
Are targeted life skills taught throughout the program?			

Opportunity to See Oneself as an Active Participant in the Future

	Almost Always	Sometimes	Hardly Ever
Are campers encouraged to set goals to return in the future or as a teen or adult staff member?			
Are youth encouraged to take on new responsibilities they would not have otherwise thought possible?			

Opportunity for Self-Determination

	Almost Always	Sometimes	Hardly Ever
Do campers make choices and deal with the consequences of their choices?			
Are campers involved in the planning process?			
Do campers have the chance to serve in leadership positions?			
Do campers have the opportunity to choose between camp offerings?			
Do campers take care of themselves and their belongings?			
Are their options during free time for youth to choose from?			

Opportunity to Value and Practice Service to Others

	Almost Always	Sometimes	Hardly Ever
Do campers have a chance to mentor each other?			
Do campers take responsibility for keeping facilities clean for future use?			
Are there opportunities for camp community service?			

Characteristics of Youth

To fully understand youth and to design effective programs and activities, a leader must be able to identify the characteristics and needs of adolescents. The following charts provide a brief overview of developmental characteristics of youth from age 5 to age 18.

Grades 1 through 3 Youth

Type of Development	Characteristics	Implications for Leaders
Physical Development	• Body is streamlined and longer legged, with proportions similar to that of adults • Slow gains in height and weight continue until adolescent growth spurt • Running, jumping, throwing, and kicking increase in speed, distance, and accuracy	• Provide active learning experiences • Lead high and low energy activities
Social Development	• Gender-stereotyped beliefs and behaviors continue to increase • Preference for same-sex playmates strengthens • Becomes better at social problem solving • Tends to emphasize superficial factors, including physical consequences and self-interest, in moral judgment	• Encourage social skill development in activities • Don't compare youth to one another • Model and teach appropriate social interactions
Cognitive Development	• Knowledge expands and becomes better organized • Recognition, recall, scripted memory, and autobiographical memory improve • Thinks in more organized and logical fashion • Attention becomes more selective and adaptable	• Use simple, short directions • Lead rule-oriented games and activities • Provide activities that encourage memory and recognition development

Table 6.1: Characteristics of Youth, Grades 1-3 as adapted from Jenny Jordan's "Certified 4-H Overnight Chaperone Handbook" and National 4-H Council's "Essential Elements of 4-H Youth Development"

Grades 4 through 8 Youth (Jordan, 2003)

Type of Development	Characteristics	Implications for Leaders
Physical Development	• Moving all the time • Beginning of adolescence marked with growth spurt • Puberty may begin	• Provide active learning • Variety of activities • Avoid having competitions • Be prepared for "firsts" to occur
Social Development	• Joining clubs is popular • Don't always understand others' points of view • May be moody • Justice and equality important • Strive to please adults • Bullying behavior will peak	• Use group learning • Encourage older mentors to work with youth • Don't compare youth to each other • Model and teach positive problem solving skills
Cognitive Development	• Think concretely until about age 11 • At 11 begin to think more abstractly • Become immersed in subjects of interest • Often reject solutions given by adults in an effort to find their own answers	• Use simple, short directions • Offer wide range of activities • Use the experiential learning model

TABLE 6.2: CHARACTERISTICS OF YOUTH, GRADES 4-8 AS ADAPTED FROM JENNY JORDAN'S "CERTIFIED 4-H OVERNIGHT CHAPERONE HANDBOOK"

Grades 9 through 12 Youth (Jordan, 2003)

Type of Development	Characteristics	Implications for Leaders
Physical Development	• Physical changes are accepted, but boys are still growing • Most females reach maximum height by 14 and males by 16	• Avoid critiques or comments about physical stature • Vary activities so that size doesn't influence success
Social Development	• Self centered but capable of feeling empathy • Acceptance by opposite sex is important • Want to belong to clubs but want to be recognized as unique • Spend more time working and going to school • Want to be autonomous from parents	• Let teens plan their own programs • Establish climate conducive to peer support • Emphasize personal development whenever possible • Let teens assume responsibility and expect to follow through • Help in individual skill development
Cognitive Development	• Learning to make decisions • Consequences portion of the brain still forming • Mastering abstract thinking • Want to set own goals based on own needs • Emphasis on exploring and preparing for future roles	• Provide real life problem solving opportunities • Let teens make decisions and evaluate outcomes • Provide opportunities for positive risk • Encourage service and career exploration

TABLE 6.3: CHARACTERISTICS OF YOUTH, GRADES 9-12 AS ADAPTED FROM JENNY JORDAN'S "CERTIFIED 4-H OVERNIGHT CHAPERONE HANDBOOK"

Working with Youth

Working with youth is a challenging but rewarding experience. It requires a good measure of enthusiasm, patience, and an understanding of youth development. This unit provides a brief overview of the social, physical, and cognitive development of youth as well as information regarding misbehavior and discipline. Also included is an overview of how to facilitate camp activities and employ the experiential learning process when leading camping sessions. Additionally, additional materials are included in the Appendix.

Safety and Enthusiasm

The two fundamentals of leading games (or any camp activity) are safety and enthusiasm. These two components are vital for providing a positive youth development experience for all participants.

> "The difference between contribution and commitment is that when you have bacon and eggs for breakfast, the chicken makes a contribution, but the pig makes a commitment.
>
> Enthusiasm is the personal contribution that each of us makes as a play leader to an enjoyable play experience for our group. Safety is a commitment we all have to make as facilitators to ease the passage of players into freedom of enthusiastic play."
>
> Bill Michaelis and John M. O'Connell

SAFETY

Safety includes both physical and emotional aspects of camp activities. Physical safety considerations may include making sure a playing field is free of holes or other hazards, or that participants are not engaging in dangerous behavior (such as throwing playing balls aggressively). Emotional safety is concerned with providing an inclusive environment in which all participants feel welcome and comfortable.

Tips for providing a safe play environment (Michaelis & O'Connell, 2004):

- Check the room or playing field for safety (holes, sprinkler heads, broken glass, furniture, etc.)
- Before beginning any game or activity, explain and discuss any safety hazards; use slow-motion modeling or exaggeration to visually demonstrate potential risks
- Call time-outs or ask youth to "Freeze and think" when necessary to identify and address potential or developing safety issues
- Consider ways to divide teams so that youth don't have to be "picked"
- Adapt games so that youth that are "out" are still involved in the game, or get to join a new game in progress to eliminate youth sitting out and watching
- If some youth are not fast or coordinated enough to be successful at a game, adapt the rules to make it easier for everyone (such as having players hop rather than run) to prevent discouragement (remember – youth grow and mature at different rates; so adolescents are often physically unmatched when it comes to playing games)
- Change or adapt the rules when necessary
- Enforce behavior guidelines (and discipline when necessary) to ensure a physically and emotionally safe environment
- Watch for fatigue in youth – choose and sequence games to maintain the appropriate activity and energy levels
- Promote and encourage good sportsmanship; use positive reinforcement when youth support and cheer on their peers
- For games such as kickball, softball, or baseball where a group of youth is idle during portions of the game, teach and lead cheers and applause to promote enthusiasm and group bonding
- When explaining games discuss the possible safety hazards with youth prior to playing; ask the group, "What if…" or "What do you think could happen if…"
- Before beginning a game, do a "double check" to make sure that everyone understands the guidelines and safety considerations
- During an activity, identify a small safety hazard and explain it to the group to show how it could escalate into a more dangerous situation
- Have participants take a safety pledge while holding up their right hand to reinforce their commitment to safety

Enthusiasm

The energy and eagerness that leaders bring to camp is contagious. Youth respond to the enthusiasm (or lack of enthusiasm) that adults emit when facilitating and playing games. A lack of enthusiasm can prevent youth from fully engaging and participating in activities and can hinder group dynamics. Youth will model the behavior of adults – so if leaders are not willing to commit fully to the activity, neither will youth. The overall camp experience is more meaningful for all involved (including adults) when leaders are fully engaged and excited about participating themselves. The fun at camp begins with the leaders, not the planned activities or sessions.

Consider ways to encourage enthusiasm at camp. Learn jokes to tell, wear costumes or funny props, and don't be afraid to act silly. Lead campers in cheers or camps. Encourage youth to participate in all aspects of camp. Creating a fun environment does not mean that an individual has to be a constant one-person-circus, but just willing to relax and have fun!

INCREASING ENTHUSIASM AND MOTIVATION OF CAMPERS (University of Georgia Athletic Association, 2009)

- **Show enthusiasm** – Campers will be more excited about activities if you set the tone with enthusiasm and animation.

- **Be understanding** – Youth can get discouraged if they have difficulties or trouble mastering a new skill. Do not ridicule campers if they struggle learning new concepts.

- **Be supportive** – Celebrate big and small victories on the field, in classes, and elsewhere. Give campers a "pat on the back" and or a high-five when they have an accomplishment.

- **Show acceptance** – Youth want to belong to a group. Foster an environment that is accepting and safe.

- **Learn campers' names** – When referring to campers, make sure to use their name. Frequently using campers' names communicates that you not only acknowledge their contribution to the group, but that you are interested in them.

- **Set high expectations** – Challenge campers to push past boundaries and to do their best.

- **Listen actively** – When campers are talking, give them your full attention and respond to their questions.

- **Be fair, honest, and consistent** – When enforcing rules or behavior expectations be fair, honest, and consistent.

- **Provide honest feedback** – When youth ask for your assistance, provide fair, constructive, and supportive feedback.

- **Praise success publicly** – When campers accomplish an achievement or success, celebrate it publicly. However, if campers need corrections or suggestions for improvement it should be provided individually.

Managing Behavior

Adults and leaders fulfill many roles in youth development programs and camps. One of these responsibilities is to manage behavior. Adults must guide youth to meet the goals and objectives of the program, while simultaneously maintaining control of a group and fostering positive interactions between participants.

It is not always easy to work with youth and maintain one's composure and patience. This task can be especially challenging for leaders who have little experience with youth or leading activities. However, if leaders meet the developmental needs of youth and providing clear and concise expectations beforehand, most difficult behavior can be prevented. It is important that if misbehavior does take place that the leader's intervention is both immediate and appropriate (Bird, et al., 2010).

Why do Youth Misbehave?

Misbehavior is one of the most frustrating aspects adults face when working with youth. Understanding the reasons youth misbehave is important when responding in different situations. Below are common reasons that youth misbehave (Jordan, 2003).

	Misbehavior	Tips for Adults
Attention	Often children that feel ignored or left out by a group will misbehave in order to attract attention to themselves	• Redirect the behavior • Ignore the behavior • Impose logical consequences • Give attention for positive behavior
Power	If a child feels that he has lost control of a situation, he may attempt to regain it through controlling the actions of others	• Empower youth to make decisions in programs and activities
Revenge	A child who feels badly about him/herself may try to hurt others	• Promote positive self-image • Provide opportunities for success
Inadequacy	Children that feel they are on the same level with their peers or perceive they are failing will act out to avoid future letdowns	• Offer opportunities for achievement and recognition • Provide positive reinforcement
Imitation	Youth will often imitate the behaviors and attitudes of those around them	• Follow imposed program guidelines • Be a positive role model by setting the example
Test	Children will test adults and leaders to see if they will enforce imposed boundaries and limits	• Warmly, but firmly enforce imposed limits as well as established consequences

Table 6.4: Reasons Youth Misbehave as adapted from Jenny Jordan's "Certified 4-H Overnight Chaperone Handbook"

Discipline Planning and Responding to Misbehavior

Every youth program has behavior expectations and a code of conduct that participants are responsible for upholding. Leaders must consult stated guidelines when responding to misbehavior. However, it is important for leaders to understand the basic components of discipline and how each is implemented to effectively address negative behavior in youth. The three basic components of discipline are *rules, rewards,* and *consequences (Jordan, 2003).*

Rules

- Are expectations of behavior
- Should be limited to a number that can easily be remembered (usually 3 to 5)
- Won't cover everything necessary or all situations
- Set limits (youth need and want limits; involve youth in setting limits when appropriate)

Rewards

- Best is the satisfaction of a job well done
- If always present, cannot teach self discipline

Consequences

- Should be the natural effect of the action
- May be to repair the "damage" of the misbehavior (for example an apology)
- Need to be stated before, not after, a misbehavior

How to use rules, rewards, and consequences in youth activities

- Set clear consistent rules that are in agreement with stated behavior guidelines or code of conduct.
- Make sure the environment is safe and worry free. Consider physical, emotional and social environments.
- Show interest in youth and their activities.
- Actively listen to youth.
- Provide appropriate activities.
- Encourage self-control by providing choices.
- Focus on desired behaviors rather than behaviors to be avoided.
- Build self-image and self-esteem.
- Give clear directions, one at a time.

Consider five important principles of positive discipline when using rules, rewards and consequences (Michaelis & O'Connell, 2004):

1. **Caring** – Youth need to know that they are cared about, even when they are being disciplined for misbehavior or inappropriate behavior.

2. **Consistency** – Rules should be enforced consistently, even though youth are individuals (and respond as such). Each camper should be upheld to the same behavioral standards and each staff member should enforce the same rules.

3. **Communication** – When providing discipline, clearly communicate what you expect of youth. If campers are confused as to behavior guidelines or what they can or cannot do, discipline issues may arise.

4. **Choices** – Youth should understand that they make choices about their behavior and are responsible for their actions (or inactions). Consequences are a direct result of the choices they make.

5. **Catch Them Being Good** – When youth engage in positive behaviors, recognize and reinforce the behavior verbally or nonverbally (i.e. a pat on the back or high five) to motivate them to continue to act in a positive way.

Some other techniques of positive discipline include (Michaelis & O'Connell, 2004):

- State expectations, limits/boundaries, and behavior guidelines up front at the beginning of the program along with specific consequences of not upholding those expectations; present behavior guidelines in a positive manner (i.e. "please walk" rather than "do not run") and explain that the guidelines are in place for a reason such as health or safety

- Highlight the behavior or action, and not the child; the message should be "Your action/behavior was inappropriate" not "You are a bad kid"

- Start the program firm; gradually relax as the program goes on and youth understand expectations; if you begin the program by being lax with rules and discipline, youth will be lax with rules and behavior; if you suddenly become more strict, youth will be confused as to the change in enforcement

- Remember that just because you enforce the rules does not mean you are not a fun and enthusiastic adult leader

- If you say that you are going to take an action – follow up and do it; otherwise don't say it

- When youth are upset, let them express their feelings, when appropriate, but remain calm and focused regarding what action you expect

- Youth come to camp from many different and diverse backgrounds and leaders cannot know or understand all of the many reasons that campers behave the way they do; leaders should do their best to work with youth in the time they have with them instead of expecting unrealistic changes in youth

- Be serious when it is required, but don't lose your sense of humor or perspective

- Learn and use effective attention getting and quiet down techniques

- Look beyond the behavior and determine why youth are acting out (see *Why do Youth Misbehave*); do not ignore the misbehavior but instead determine the best way to respond

- Don't overreact to misbehavior; know when to respond and when to ignore behavior; often if youth realize are acting out to attract to attention they will either stop or pick a new strategy when ignored

Even experienced leaders and well planned programs encounter behavior problems. When a behavior issue is identified leaders should calmly (but immediately) intervene to stop the behavior while remaining in control of the situation. There are many methods that are helpful when dealing with misbehavior.

STOP AND ACT

The STOP and ACT guidelines are used to maintain clear thinking when a situation may cause panic or a negative knee-jerk reaction. By using these two methods, leaders can respond effectively rather than making a situation worse (Jordan & Purcell, 2006).

STOP what is occurring and remove everyone from the situation.

THINK before you react. Words and actions are hard to undo once expressed.

ORGANIZE your thoughts before you speak. Pause to think if needed.

PERSUADE everyone to listen to each other without interruption.

-and-

ACTIVELY pursue facts.

CALMLY reach an agreement with everyone. When an agreement cannot be reached, at least agree to the next step.

TAKE notes if needed.

Intervention Methods

The STOP and ACT method is most helpful for those situations that immediately place youth in physical or emotional danger. However, not all misbehavior is severe enough to warrant completely stopping an activity to address. There are many other intervention techniques that can be applied to a variety of misbehaviors ranging from actions that may be simply disruptive to behaviors that may place participants in danger (Bird, et al., 2010).

Review Expectations.	Repeat previously stated rules or behavior guidelines. A new rule may need to be added, but be sure to ask for group input and to be conscious of the number of rules so that guidelines do not seem to be arbitrary.
Humor.	Soothe tensions and hurt feelings by telling a joke or focusing attention on you by acting silly.
Accept and acknowledge feelings.	Reassure youth that you understand their perspective by acknowledging their emotions and reactions to an issue or situation.
Ask an open question.	Get the child to consider the negative consequences of their action by asking a question.
Send a respectful message.	Avoid statements that impose blame on a child. Instead of saying "You are…" try to structure sentences "I feel ___ when you ___."
Establish proximity.	To acknowledge you have seen misbehavior without disrupting the entire group or activity, move closer to the misbehaving youth or ask he/she to move to another position in the group.
Model/demonstrate the appropriate behavior.	Youth often imitate adults and other role models. Illustrate the desired behavior through your own actions.
Delay rewards.	Youth should not be able to participate in activity rewards until negative behavior has been stopped and corrected.
Engage.	Avoid misbehavior caused by boredom. Suggest a new activity or alter the current activity so that the task is more engaging and exciting.
Signal for attention.	It is easy for a group of high energy youth to get out of hand quickly. Choose and practice a signal for the group to quiet down before starting an activity, and then use it when attention is needed.
Remove distracting objects.	Activity materials and supplies can be disruptive. If a youth is distracted by an object, remove it. Avoid handing out materials for an activity before they are needed.
Suggest a break.	If a child continues to misbehave or disrupt the group, ask him/her to sit an activity out or have a quiet break. Make sure the child remains within eyesight.
Impose a logical consequence.	To correct behavior, enforce rational consequences that naturally result from an activity such as not allowing a child to participate in an activity if he or she will not wear appropriate safety equipment or if safety equipment is abused.

Table 6.5 Intervention Methods as adapted from Bird, et al. "Counselor-in-training: Encouraging Youth Development Outcomes at Camp"

Steps in Discipline

At times, it will be necessary to confront youth about their behavior. Consider the following tips when disciplining youth (Michaelis & O'Connell, 2004).

- **Give an active response** – Either approve or disapprove of behavior
- **Make eye contact** – If necessary, bend down so eye to eye with youth. Youth may maintain eye contact or gaze downward as a sign of respect (depending on their culture). Read the camper's body language to determine if he or she is listening and comprehending your message
- **Say the child's name**
- **Make an assertive, calm statement with firmness and conviction** – Tell the camper what you want from them (change in behavior, etc.) in a serious tone; youth will not take you seriously if your tone is playful and light nor is yelling an appropriate way to respond to misbehavior
- **Avoid fights for power** – If you discipline youth publicly, you put yourself at risk of a tug of war for power. Although the broken record technique or repetition ("I understand but I still need you to get out of the lake") can be effective, it can become a power struggle if you continue to request and the camper continues to not respond appropriately. If this type of situation occurs in front of other campers, they will watch to see who "wins." Avoid this by disciplining youth out of earshot of other campers (but always out in the open – *always avoid being one-on-one with campers*).
- **State consequences** – Remind campers of consequences if they do not change their behavior
- **Follow through** – If you say you are going to do something, do it. Also, enforce stated consequences of misbehavior.
- **Seek additional support when needed**
- **Use active listening feedback loops and/or questioning strategies –** For example, "Susan, what are the rules for the pool area?" or "What I hear you saying, Benjamin, is that you understand the pool rules."
- **Use yes/no questions –** If youth are vague in their responses, frame questions so that they must be answered with a yes or no. For example, "Sally, did you hit Tareva?"

Biggest mistakes in discipline situations are (Michaelis & O'Connell, 2004):

- Not being assertive
- Being overly strict or rigid
- Being overly permissive
- Being inconsistent
- Voicing threats and downgrading youth
- Not allowing youth to express their feelings
- Not having a positive attitude and upbeat expectations

Camp as a Classroom

Experiential Learning Process

In all programs, 4-H promotes fun while encouraging youth to "learn by doing" through the experiential learning process.

The experiential learning process is effective because youth take an active role in the mastery of new material and skills. Instead of receiving information through lecture or reading, youth are challenged to be dynamic participants in the learning process.

Why is this important?

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we see, hear and discuss
- 90% of what we see, hear, discuss and practice (McKinley)

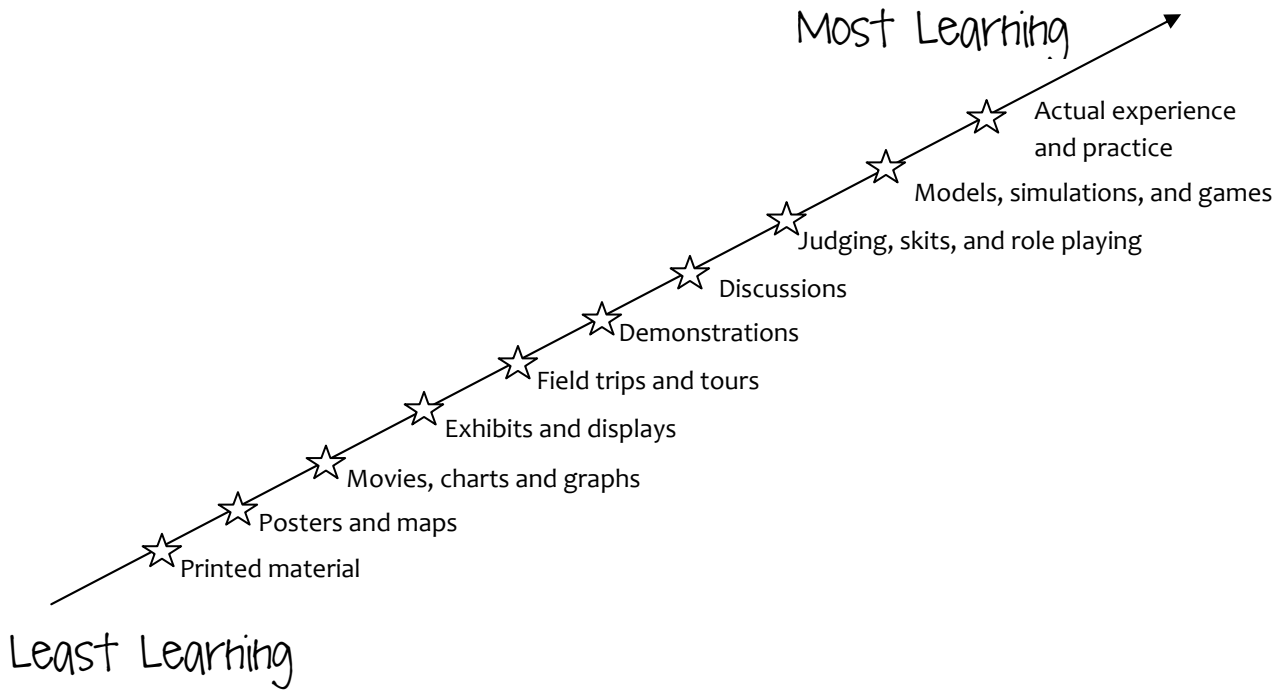
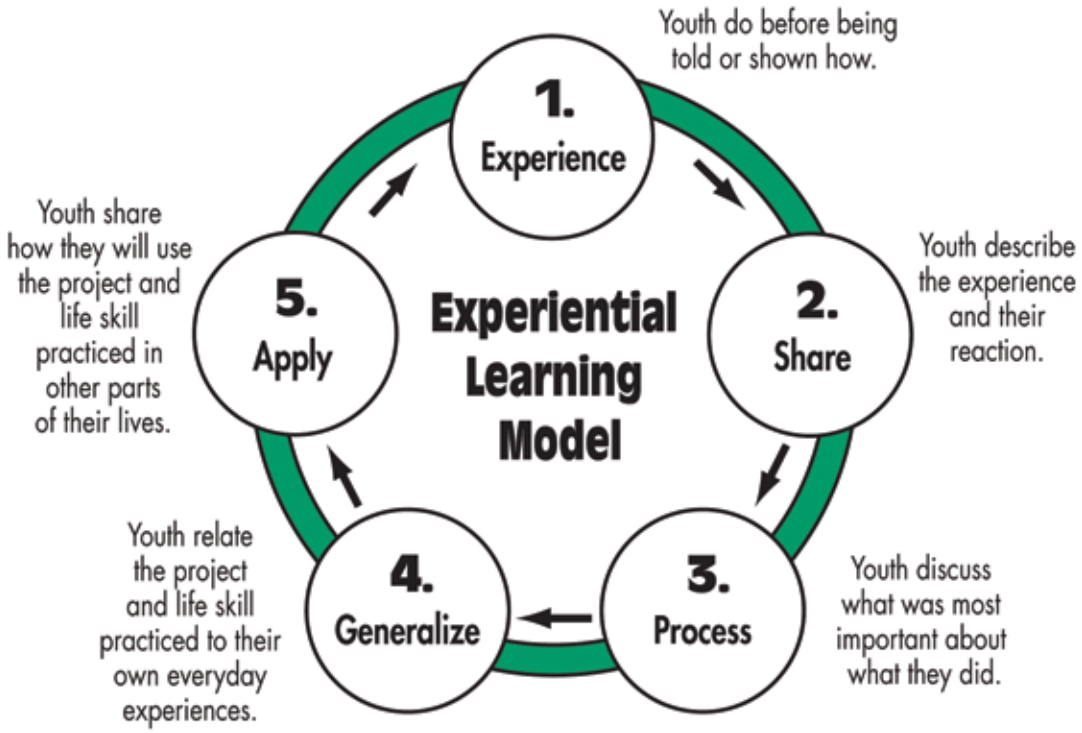


Figure 6.1 Learning Methods as adapted from Steve McKinley's "Positive Youth Development and Life Skill Development"

Although seeing and hearing information is essential to learning, it is best to reinforce concepts by experiencing and practicing new material.

Developed by Pfieffer and Jones (1985) and adapted by 4-H, experiential learning has five steps (Millard).

6. Experience – Youth experience an activity or situation
7. Share – The results and observations of the activity are shared
8. Process – Youth analyze and reflect on the experience
9. Generalize – The experience is connected to real-world applications
10. Apply – Youth practice by applying what was learned to other situations



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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FIGURE 6.2 EXPERIENTIAL LEARNING PROCESS

The experiential learning process has many advantages including (Millard):

- The process works with many different learning styles.
- It fosters discovery and analytical thinking
- Teachers and youth learn together and information is shared
- Responsibility is placed on youth in the learning process

The experiential learning process is the foundation of positive youth development in the camp setting. Using this method, youth are active participants in the learning experience by taking part in and reflecting on hands-on lessons.

Experiential learning is a simple five-step process:

6. Youth **experience** an activity
7. Youth **review** their experience and share results and observations.
8. Youth **interpret** the experience and process results.
9. Youth **generalize** to connect to real-world applications.
10. Youth **apply** what they learned to future situations.

The experiential learning process is effective in camping programs because it can be used to teach a variety of skills and lessons. Additionally, it is appropriate to use the process to instruct youth at all levels of learning (Schmillen, et al.).

Characteristics of Learners

When working with youth, it is important to understand the characteristics of learners in order to tailor training to the appropriate level of difficulty for the audience (Schmillen, et al.).

The **Beginner** learner has varied favorite learning styles. Some youth like theory, some prefer to model or imitate instruction, and some would rather figure out new concepts on their own.

The **Experienced Beginner** learner may have enough experience and practice that they pick up beginning skills quickly, or they may have developed habits that are hard to break and interfere with their learning.

The **Advanced** learner can handle greater explanation, theory, and complexity.

A good teaching model incorporates different teaching methods (such as allowing time for "doing") and providing visual models and theories in the right proportion. Effective teaching emphasizes (in this order):

4. Watching/modeling
5. Doing
6. Talk and explanation (last and least)

Tips for successful instruction (Schmillen et al):

Do not talk and/or theorize too much. Beginners learn motor skills best by doing the activity rather than talking about it.

Don't over-teach. The "Keep It Simple System (KISS)" is very important to learning.

Additional Resources

The University of Arkansas provides information on integrating the Experiential Learning Process into activities and curriculum for youth at www.uaex.edu/other_areas/publications/PDF/4-Hcj4.pdf.

Experiential Teaching Model

Facilitation, challenge by choice, sequencing, processing, debriefing and framing all combine to form the experiential teaching model (Schmillen, et al.).

The model for experiential teaching includes four distinct teaching phases:

- Introduction **"This is…"**
- Demonstration **"Watch me…"**
- Students practice **"Your turn…"**
- Feedback **"This is what you did…"**

The introduction and demonstration should only take about three minutes together. It is important that the students actively participate within the first few minutes of the session.

5. **Introduce** the skill in 5-60 seconds

   "This is…" "It is used to…"

   Key points:
   - Get their attention.
   - Use formation(s) so students can see and hear the demonstration.
   - Identify the subject or skill to be taught.
   - Introduce the skill briefly (5-60 seconds).
   - Do not feel compelled to use up the available time. Brevity is better than length.

6. **Demonstrate** briefly and explain the skill in 2 minutes or less.

   "Watch me…" (or) "Let me demonstrate…"

   Key points:
   - Get their attention
   - Demonstrate the whole skill first, one or two times.
     - Demonstrate what youth will practice
     - Demonstrate more than once, and from several angles so it is visible to all.
     - Demonstrations do not depend on complexity of the skill. Remember, the goal is to get youth active, not to show off skills of the leader.
   - Avoid talk during the demonstration. Only point out relevant cues between demonstrations.
   - The demonstration should be precise and consistent. Keep this while demonstration brief and simple.

7. **Practice** the skill, taking as much time as needed to get a firm grasp of the correct movements. If possible, have youth practice the whole skill first.

   "Your turn…"

   Here you evaluate if participants have learned the skill you are teaching. Try to create an atmosphere in which fear or failure are minimized.

   If the skill is too difficult to learn all at once, break it into parts.

   - Break the skill into phases ("This is …" and "Watch me…") then have youth practice the part.
   - For some activities, you may find it easier to start with lead-up activities (demonstrate the entire skill in parts). However, youth need to see what the final skill looks like and what they eventually hope to achieve.
   - Let students practice several times before giving feedback.
   - Avoid talking or giving directions while they attempt the activity.

8. Give **feedback** to each one on their performance.

   "Here's what I saw…"

   When providing feedback, remember:

   - Be positive and not critical, sarcastic, or cynical. However, do not be afraid to point out better ways to do something.
   - Correct one error at a time, even if they are doing five things wrong at once.
   - Check to be certain the student understands your descriptions and instructions.

   Praise, encourage, and acknowledge all improvements of the skill:

   - Reinforce positive attempts and sections performed correctly. This shapes youths' skill towards the desired performance.

     Provide specific feedback, avoiding general and nonspecific praise:

   - "I liked the way you did (x & y). However, (z) needs some more improvement.
   - Give specific information. It is necessary to achieve results.

     This model of experiential teaching allows all three types of learners to use the type of learning that works best for them.

Tips for assisting youth in processing experiential learning activities (Millard):

- Set aside enough time to reflect on experiences
- Ask the right questions
- Plan appropriate activities that will help youth reflect on their experiences
- Listen to youth carefully
- Support each youth's unique learning style

Facilitation

The methods and techniques used to lead youth in activities at camp are different than those in formal educational settings. Camp is an informal educational setting – it is not summer school. Adults actively facilitate activities and programs rather than employing traditional classroom teaching techniques.

Camping programs utilizes the experiential learning process in which campers are active participants in discovering new skills and knowledge. Instead of passively receiving information or simply being left to play, youth participate in hands-on activities facilitated by an adult who leads discussions, assists in activities, and frames reflection so as to connect the session to real-life situations.

Facilitation assists youth to learn from one another (United States Air Force Youth Programs, 2001) by providing a balance of learning and play. Facilitators are responsible for guiding activities by determining goals and objectives for the session, presenting an introduction and guidelines for the topic, framing activities to provide a progression of learning, monitoring safety, and leading reflections about group activities.

Facilitators must know when to instruct and when to intervene. Instruction is required for non-negotiable items like emotional and physical safety. Intervention is utilized when the facilitator thinks the group needs to stop for self-reflection to resolve conflicts, evaluate performance, or for simple role modeling. Intervention methods include substituting a more relevant activity, modifying the current activity, refocusing the group, or reiterating guidelines (Schmillen, et al.).

Tips for Facilitators (Fletcher & Kunst, 2006)

- ✓ **Be a facilitator**. A facilitator has three important jobs – to lead activities, guide group reflection, and encourage enthusiasm!

- ✓ **Create and communicate guidelines and goals**. Safety is the first priority of any activity and facilitators are responsible for constantly monitoring for safety risks. Uphold "challenge by choice." Allow participants to sit out from activities if they desire and to choose the level of challenge that they would like to tackle. Create fun! Participants will be more engaged and focused if activities are fun and exciting.

- ✓ **Use framing and sequencing**. Frame activities when possible and sequence activities so that they gradually become more difficult and challenging. Monitor the group for teamwork and communication to determine when to move on to more complex tasks.

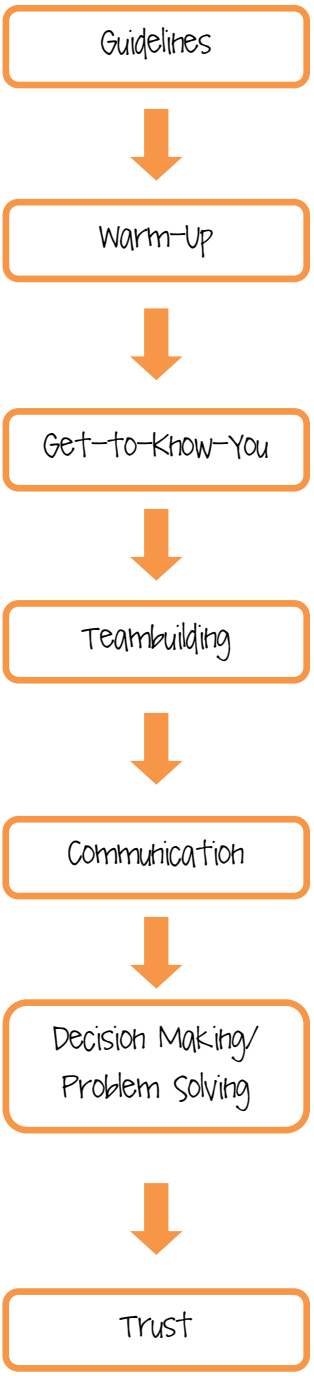
- ✓ **Debrief and reflect on activities**. Use reflection to connect the activity to the stated goals and to realistic situations. Appendix C provides a variety of example debriefing questions.

Framing: Framing utilizes a metaphor or story to connect the various activities in a session and to draw parallels to "real life." Framing allows participants to take the lessons that were learned from the activities and apply them to future situations (Neil).

Challenge by Choice: Youth choose their level of participation in camp activities. If a youth reaches a level that is too challenging, he or she can decide at that point to not complete the activity. Although it is acceptable to encourage youth to finish or take an additional step, it is not acceptable to pressure them to do so. This does not mean that youth can stop participating in the activity. Rather, the facilitator must find another way for youth to participate such as cheering on other campers or assisting facilitators (Schmillen, et al.).

Sequencing

It may be tempting to jump into the most exciting activity to begin camp sessions. However, it is important to allow youth to spend time building skills (both personal and physical) as individuals and as a group before more difficult or complex activities are attempted. Sequencing allows the group adequate time to acclimate and prepare for challenges. Consider the following steps when facilitating activities (Schmillen, et al.):



Review important safety guidelines (such as spotting) as well as guidelines on respect, communication, and group interactions.

The first step for each group is to allow group members to be comfortable with each other and prepare for the experience. The key to these types of activities is that they should be fun, and involve the entire group. They should be success oriented, and very easy. They should also involve very little decision-making or problem solving.

The next step is to help members learn each other's names, and some personal information about others. This section is still fun, but it primarily helps teammates find out what they have in common.

In this step, the team learns to work together and value all members of the group. It is time to introduce activities that are challenging and use all of the team members. Leadership roles often change throughout the exercise - this illustrates that the same person cannot be the leader the entire time.

Once the team is established, exercises should begin to focus on communicating ideas, solutions, feelings, and listening skills. Exercises should revolve around solving a problem by sharing ideas, making group decisions, and listening.

These activities are more challenging, and require the group to communicate and cooperate with each other by making decisions and solving problems. These challenges often take multiple attempts to complete, and use a combination of solutions to be successfully completed.

These activities should be attempted only when the group has bonded, and trusts each other implicitly. Often they involve situations in which the participant relies completely on others (one example of a trust exercise is the trust fall, which involves a participant falling from a platform into the arms of their group). It is very important that advisors do not allow groups to participate in trust exercises if they are not "trustworthy" yet. It is also important that joking or horseplay is not allowed during these types of activities.

Additional debriefing questions can be found in Appendix C.

Debriefing

Debriefing, or processing, is used to encourage application of activity lessons to other situations. Using this method, the facilitator leads a discussion about what occurred or did not occur during the activity. By reviewing the activity experience, participants are better able to draw conclusions about how the group performed and about their own personal contributions.

Debriefing should occur after each activity or experience, and everyone should participate. It should be timely, and the group should dictate the length of the session. Overkill can devalue the experience. The leader provides the structure for the activity, but relies on the group to provide the solution – keeping in mind that the experience is focused on achieving positive outcomes (Schmillen, et al.).

Debriefing is a common technique, but often requires an experienced facilitator to properly implement. The facilitator must know when to debrief and when to move on, which types of questions are appropriate to ask, how to encourage participants, and how to assist participants to draw conclusions from the activity (Neil).

Common questions for debriefing (Millard):

Share

- What did you do?
- What did your group do when…?
- What did you see? Feel? Hear?
- What was most difficult? Easiest?

Process

- What problems or issues seemed to occur over and over?
- What did you learn about (life skill or activity subject matter) through this activity?
- Why is the life skill you practiced important?

Generalize

- What similar experiences have you had (with this life skill or subject matter)?
- What similar challenge/problem/feeling have you faced? What did you do then?

Apply

- How does what you learned relate to other parts of your life?
- How can you use what you learned?
- How can you apply (life skill practiced) in the future?

Appendix A Developing a Risk Management Plan

Risk Management

Risk management is the strategy for developing and implementing policy that provides a way for offering quality leisure experiences with maximum protection for those parties involved in the activities, and yet have adequate safeguards under the law for leaders, administrators, and the organization offering the services. We will discuss assumption of risk, and how to use certain tools of risk management, like release and hold harmless agreements, holding orientations to discuss what will take place during camp, and having specific staff training will aid in a sound basis of managing risk within your adventure camp program. Safety and risk management are the responsibility of the advisor and should not be delegated to youth or volunteers.

Assumption of Risk and Contributory Negligence

A safeguard against excessive liability for adventure programming has come from the traditional legal doctrines of "Voluntary Assumption of Risk" and "Contributory Negligence." Since those who are about to engage in these activities are likely to have various hazards carefully explained to them, the courts will be reluctant to give credence to an argument in which the plaintiff states that he/she participated in an activity in ignorance of potential accidents that might occur. No modern court will hold that any recreation program can absolve itself of all legal responsibility for injuries, but a court is much more likely to give credence to voluntary assumption of risk or informed consent when the plaintiff is one who knowingly chooses to participate in a nonobligatory activity.

What does this mean for the adventure camp programs?

The fact that adventure programs are less likely to result in liability for injury to participants than other leisure programs should not, of course, be a signal for programmers to be less diligent; it remains not only probable, but appropriate that liability will ensue when there is:

- A failure to fully and clearly explain the hazards of the activity to the participant.
- A failure to limit participation to those who have attained the maturity, physical conditioning and level of experience that a certain activity demands.
- A failure to provide the kind of professional leadership and instruction that would meet the reasonable standards of those engaged in such activities in the general population (Schmillen, et al.).

Tools of Risk Management

Parent Meetings

The first tool of the risk management is a parent orientation. At this meeting, potential hazards and risks should be explained to both youth and their parents. It is best to provide an information sheet that spells out the camp itinerary, and fully explains the activities in which youth will be participating. This is the perfect place to provide parents any paperwork that must be signed before the trip.

Release and Hold Harmless Agreements

Release and hold harmless statements are simply parental waivers that limit the liability of youth programs in the event of an accident. Waivers do not protect programs or staff in the case of negligence, so it is important that staff do not attempt to lead programs they are not qualified, trained or capable of leading. Many outdoor contractors will require participants and their guardians to sign their own agreements. Make sure you obtain these before the parent meeting so you can provide all of them at one time. Remember, if a teen is over 18, you will need them to also sign a waiver.

Staff Training

Programs can avoid legal problems by providing careful training and screening of all program staff to develop their competence, judgment, and maturity. This is done by providing all staff members and outdoor leaders the training, professional reading (access to current books and professional journals), and opportunities to discuss issues, problems and new developments with fellow staff members. You may wish to consider using a risk management form for each trip where pertinent information is filled in for the following areas (Schmillen, et al.):

- Camp information: dates, locations, itinerary, and staff members
- Potential hazards due to location, specific activity, weather, road conditions, etc.
- Methods of reducing hazards for specific activities
- Emergency contact number for parents to call for info/help
- Emergency/rescue contact numbers in the field
- Nearest hospital: name, address and phone number
- Workers compensation forms
- Medical releases, Power of Attorney, Medical information
- Vehicles to be taken on trips
- Vehicle contact persons and their phone number on base for both appropriated and non-appropriated fund vehicles

More information on risk management is given in the Summer Camp Reference Manual.

Appendix B Sample Marketing Strategy

1. **Budget**: Plan and request funding for promotional materials, advertising and keepsake items for participants. Work with installation Marketing Department to assess possibility of obtaining commercial sponsorship to help defray expenses and expand program offerings.

2. **Increase awareness**: Develop bright and attractive marketing materials and promotional items to increase interest and visibility. Through budgeted funding or sponsorship, produce the following items with adventure camp logo:
    - Carabiner key chains to hand out as free promotional item to prospective participants at teen dances, sporting events, and school functions
    - T-shirts, caps and fanny packs or backpacks for participants
    - Flyers and poster promoting program and fun activities offered
    - Banner to display at Youth Programs facilities

3. Obtain the following FREE **publicity** to further promote the program:
    - Ads on installation TV and radio
    - Interactive page on installation website
    - Articles in installation newspaper and Services newsletter
    - Presentations by past/current participants at schools and teen forums
    - Invite base leaders and public affairs personnel to visit the camp program

4. **Increase participation**: Attract participants by distributing flyers, placing posters and encouraging word-of-mouth promotion by organizational leadership of the following (Schmillen, et al.):
    - Schools
    - Community/Teen Center
    - Outdoor recreation equipment rental center
    - Commissary
    - Base Exchange

Appendix C Sample Debriefing Questions

This list of sample debriefing questions has been adapted from Effective Leadership in Adventure Programming by Simon Priest and Michael Gass. Use the questions that you feel apply to the specific issues your group is dealing with. Develop your own questions; this list is just a starting point for your group discussions (United States Air Force Youth Programs, 2001).

Teambuilding

- What were the most important aspects of team building needed to solve this task?
- How well did the group work together in the beginning? In the end? Why were there such differences?
- Did giving up anything as an individual help the team effort? In what ways?
- What did you learn about the team process doing this activity?
- What happens at school when a new person is added to your team?
- In what ways to you or can you make that new person feel like a member of the team?
- Could you have completed the tasks without working as a team? Why or why not?

Cooperation

- Can you think of specific examples of group cooperation?
- What are the rewards of cooperating?
- Are there any problems associated with cooperation?
- How did cooperative behavior lead to successfully completing the activity?
- How can you cooperate in other areas of your of life?
- Did you think anyone was blocking the group's efforts to cooperate?

Planning, Use of Resources, and Organization

- How did the group organize the activity?
- Could the planning time have been better spent? How can you improve planning at school or in other activities?
- What type of planning was generated by the group?
- How was the activity organized? Who was the major force behind organizing this activity? Why did that happen? Is that person seen as a natural leader?
- Do you organize differently at work? In what ways?

Diversity

- How are you different from some of the others in the group?
- How do these differences strengthen the group as a whole?
- When do differences in people keep a group from reaching certain objectives?
- In what cases did being different help or hinder group members from reaching objectives?

Communication

- Did everyone understand the instructions? What were the instructions? Do you always feel you understand instructions at school?
- Can you point out ways in which the group communicated verbally and non-verbally? How do we do this in other settings (school, home, etc.)?
- Who was able to give constructive criticism to the group? How was this taken? How does this happen at school?
- How did you share the information needed to solve the task? How was the message/information passed from person to person or to authority figures?
- What types of communication were used to accomplish the activity? What types of communication to you use every day (in school, at home, other settings)?
- Can you tell me an example of when the group was communicating effectively? Ineffectively?
- Did anyone have an idea, information, or question that was not listened to? How did that make you feel?
- Give an example of when you communicated effectively?
- How did you know that others understood what you said?
- Who didn't understand someone's attempt to communicate?
- What went wrong in the communication attempt?
- What could they do next time to be clearer?
- What could the listener do next time to better understand the message?
- How many different ways were used by the group to communicate messages?
- Which ways were the most effective? Why?
- Did you learn something about communication that will be helpful later? If so, what?

Listening

- Who made suggestions for completing the activity?
- Were all of these suggestions heard? Explain.
- Which suggestions were acted on?
- Why were the other suggestions ignored?
- How did it feel to be heard when you made a suggestion?
- What interfered with your ability to listen to others?
- How can you overcome this interference?

Goal Setting

- What was the primary goal of this activity?
- Did group members set other individual or group goals? What kind of goals do you set at home or at school?
- How were individual and group goals carried out? How do you accomplish goals at home or in school?
- How did you know when you had met your goal? How do you know when you've met other personal goals you've set?

Problem Solving

- How do you react to new tasks or problems at home or school?
- Did you have to start over on the activity at any time? Why? How did this impact the group?
- Are there other ways or techniques you could have used to solve the problem or complete the activity that were better?
- How did the group go about solving the problem? Was it by trial or error or did the group have a plan of action before beginning?
- Who identified the problem in this activity? What were the problems or challenges? Are our problems always identified by our parents or teachers in real life?
- Did the group use all of its resources to solve the problem? If yes, how so? If no, why not?
- How was the implementation of the solution to the problem carried out? Did everyone participate? Why or why not?
- What was the major obstacle the group had to overcome? What was the major challenge that you as an individual had to overcome?
- What role did each individual play in the group? Were the roles all the same or did some people have a special job?
- What did you learn from this activity and how will you apply that to school or other activities?
- What was your initial reaction to the problem or challenge? What was the overall reaction of the group?
- How did the group come up with the idea to solve the problem? What are other ways to come up with ideas when faced with a challenge?
- Are there other ways to solve this problem or complete this activity? Why or why not would they be more successful?
- How often do you have to solve problems at school or home?

Decision Making

- Who was the person (or people) that led decision making?
- Did the whole group take part in the decisions that were made? If they did not, is that acceptable or does everyone need to have a say? Why or why not?
- Who was left out of the decision making process? How do you feel when you are left out of making decisions at school or home?
- Did everyone express their opinion? Was everyone given the opportunity to express their opinion?
- Were people overlooked in the decision making process?
- How did the group decide what approach to take to solve the problem or complete the activity?
- How were group decision made during the activity?
- Were you satisfied with the ways decisions were made? Explain.
- Did the group arrive at any decisions through group consensus?
- Did one or several individuals make decisions?
- Did everyone in the group express an opinion when given a choice? If not, why not?

Feelings

- Can you name a feeling you had at any point in completing the activity?
- Did you express that feeling to others? If not, what did you do with the feeling?
- How do you feel about the conflict that may result from expressing certain feeling?
- How do you imagine others felt toward you at various times during the activity?
- What types of feelings are easiest to express? Most difficult?
- What feelings were expressed nonverbally in the group?

Individual and Group Support

- What did you accomplish as a group? What did you accomplish as individuals?
- How did the group support each other (spotting, verbal support/encouragement, generating new ideas, positive feedback, physical support, etc.)?
- How did you as an individual support the group? How do you support others at work and home? How do they support you?
- How did the group support each other?
- Did everyone take part in the activity? How? Why or why not? Was everyone involved in the same way or were some more involved than others? Did anyone get left out? How did that make them feel?

Leadership

- Was there a leader? Who? Why? Were they chosen by the group? Did leaders change at all? Why or why not?
- How would you feel if a new leader was chosen for the group without input from the group? Would the group have been as successful? Can followers become leaders?
- What are some characteristics of leaders? Did the group leader(s) have some of these characteristics?
- Who assumed leadership roles during the activity?
- What were the behaviors that showed leadership?
- Can everyone agree that these behaviors are traits of leaders?
- How did the group respond to these leadership behaviors?
- Who followed the leader even if you weren't sure that the idea would work?
- Did the leadership role shift to other people during the activity?
- Who thought they were taking the leadership role? How did you do it?
- Was it difficult to assume a leadership role with this group?
- Why didn't some of you take a leadership role with this group?
- Did anyone try to lead the group, but felt you were unsuccessful?
- What were some possible reasons for this? How did it feel to be disregarded?

Followership

- Who assumed a follower role at times throughout the activity? How did it feel?
- How did it feel to follow different leaders?
- Do you consider yourself a good follower?
- How does refusal to follow affect the leadership role?
- What are the traits of a good follower?
- How can you improve your ability to follow in the future?

Personal Growth

- Did the group ever think that they could not accomplish the activity?
- Did you feel in control during the entire activity? Why or why not? Why and what did you give up control on during the challenge?
- What did you learn about yourself during his activity? What about others?
- Did you feel like your point of view was understood by other members of the group? How did you help others understand what the challenge was about?
- Did any conflicts or problems arise during the activity? How did the group or individuals deal with it? How do you deal with conflict at home or at school?
- How did individual differences affect the group?
- How did team members help one another during the activity? How do you help others at school or at home? How do others help you?

Risk Taking and Stress

- What moments, if any, were fearful?
- What was the hardest or most challenging part of this activity?
- Did this problem cause stress? If yes, how so? Group stress? Individual stress? How did this affect the outcome or result of the activity?
- How did stress or fear impact how you worked with other people? What causes stress or fear at school and home? How do you react? What are healthy ways to react to or deal with stress?
- Did anyone take a risk? What are the positive and negative aspects of risk taking?

Trust

- How important is trust in this activity? Did you trust your fellow group members? Why or why not?
- How important is trust at school and home?
- How do you develop trust for those around you?
- How can you better communicate trust and responsibility for those around you?
- How did people spotting contribute to the activity? How do people "spot" you at home and at school?
- How did you feel being in close contact with your team members?
- Can you give examples of when you trusted someone in the group?
- Is it easier to trust some people and not others? Explain.
- Can you think of examples when trusting someone would not have been a good idea?
- How do you increase your level of trust for someone?
- On a scale of 1-10, rate how much trust you have in the group as a whole? Why?
- How does the amount of fear you feel affect your trust of others?

Success and Failure

- Did the group fail at any point or have to start over? What impact did this failure have on the group? How did the group respond to the failure? How do you respond to failure at school or home?
- What effect did failure have on the confidence of the team? Individuals?
- Did the group act or communicate differently before and after the failure?
- Can you determine what caused the failure? What did you learn from it?
- What impact did success have on the group? What impact does success have on you at home or work?

Closure

- What did you learn about yourself (others) today?
- What did you do today that you are particularly proud of?
- What skills are you working to improve?
- How can you use what you learned in other life situations?
- Would you do anything differently if you were starting the activity again?

Appendix D **Songs**

Songs are one of the most useful tools that counselors can utilize during camp – everyone can participate, they require no supplies or equipment, and they can be sung anywhere (indoors, outdoors, buses, dining hall, waiting in lines, walking on trails etc.). Songs encourage participation, enthusiasm, and are fun for youth of all ages.

Songs are perfect for:

- Beginning an activity
- Ending an activity
- Getting campers excited
- Quieting campers down
- Filling down time (i.e. waiting for activities to start, transitioning between activities)
- Alleviating boredom (i.e. waiting in line, waiting for the pool to open, riding on a bus)
- Making simple activities more fun (i.e. walking from one activity to another, cleaning)

Teaching Songs

Teaching campers new songs takes a good dose of patience and enthusiasm – but the end result is fun for all! When teaching songs:

- Counselors first – make sure you know the song well and sing it in entirety for campers before beginning to teach any words.
- Go slow – teach only a few lines at a time so that campers can easily remember the words.
- Echo – teach songs line by line and have campers echo each.
- If the song involves clapping a beat, teach that first before introducing the words. It is easier for campers to master one part at a time.
- Use hand motions – if a song has hand motions, teach them along with the words. If not, you can always make up your own!
- Be patient!
- Be enthusiastic, encouraging, and smile!
- Don't be shy – campers don't care what your voice sounds like. Be energetic and enthusiastic and campers will be too.
- Start with simple songs (i.e. echo, "follow me," or neato-repeato songs) so that campers gain confidence in singing.
- Practice, practice, practice!

The following songs are a compilation of the author's own experience and from the website www.ultimatecampresource.com.

Moose Song

(Youth echo each line.) For an example see http://www.youtube.com/watch?v=aCUNSvk12yQ&feature=related.

There was a moose
There was a moose
And he drank a lot of juice
And he drank a lot of juice

His name was Fred
His name was Fred
And he drank his juice in bed
And he drank his juice in bed

He spilled his juice
He spilled his juice
Now he's a sticky moose
Now he's a sticky moose

There was a moose
There was a moose
And he drank a lot of juice
And he drank a lot of juice

His name was Fred
His name was Fred
And he drank his juice in bed
And he drank his juice in bed

He spilled his juice
He spilled his juice
Now he's a sticky moose
Now he's a sticky moose

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Singing woh-ooh
Singing woh-ooh
We-ope, we-ope, we-oh
We-ope, we-ope, we-oh

Rolling Down the Avenue

(Youth echo each line)

Rolling down the avenue
Rolling down the avenue
Five more miles and we'll be through.
Five more miles and we'll be through.
Roll me over,
Roll me over
Scratch my belly,
Scratch my belly,
Hey _____,
Hey _____,
You sure are smelly!
You sure are smelly!

Use a different person's name for each verse, counting down from five until zero.

Herman the Worm

For an example of the song see http://www.youtube.com/watch?v=tCgwV-iI8oE

Chorus:
I was sitting on a fence post
Chewin' my bubblegum (*smack smack smack)*
Playin' with my yoyo
Doo-wop doo-wop

When along came Herman the Worm
And he was this big (show small size with fingers)

I said, "Herman, what happened?"
And he said, "I ate a _____"

I was sitting on a fence post
Chewin' my bubblegum (*smack smack smack)*
Playin' with my yoyo
Doo-wop doo-wop

When along came Herman the Worm
And he was this big (show small size with fingers)

I said, "Herman, what happened?"
And he said, "I burped!"

Herman begins eating small things (such as insects or lollypop) and then eats larger and larger items as the song progresses (pizza, horse, etc.). As the items get bigger, so does Herman until his size is shown by arms stretched wide.

Fill in animals as you sing or ask youth to suggest things for Herman to eat. In the last verse, Herman doesn't eat anything and is once again small.

Repeat the chorus between each verse.

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Down by the River

(Youth echo each line)

Down by the river
Took a little walk.

Me and _____, (Use a person's name for each verse)
Had a little talk.

Pushed 'em in the river,
Hung 'em out to dry,
That's when _____,

Started to cry!
Singing wah, wah, wah, wah, wah, wah, wah, wah, wah, wah, wah, wah, wah, wah, wah!
Wah, wah, wah, wah!

Tarzan

(Youth echo each line.)

For an alternate version of this song see http://www.youtube.com/watch?v=7w1aREkMnwY&feature=related

Tar-zan
Swinging on a rubber band
Smacked into a frying pan
Tarzan's got a tan

Jaaa-ne
Flying in an airplane
Smacked into a freeway lane
Jane's got pain
Tarzan's got a tan

Chee-tah
Walking down the street-tah
Grooving to the beat-tah
Cheetah is velvet-tah
Jane's got pain
Tarzan's got a tan

Sha-mu
Swimming in the ocean blue
Smacking into a big canoe
Shamu's gonna sue
Cheetah is velvet-tah
Jane's got pain
Tarzan's got a tan

Lean on Me

Lean on me when you're not strong and
I'll be your friend
I'll help you carry on
For it won't be long till I'm gonna need
Somebody to lean on

Just call on me brother when you need a hand
We all need somebody to lean on
I just might have a problem that you'd understand
We all need somebody to lean on

Lean on me when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long till 'm gonna need
Somebody to lean on

Frog Song

For a version of this song see
http://www.youtube.com/watch?v=nYhVn9B8g9s

Mm-ah went the little green frog one day
Mm-ah went the little green frog
Mm-ah went the little green frog one day
So we all go mm-mm-ak!

But we all know frogs go
(Slap knees) Sha-na-na-na-na
(Slap knees) Sha-na-na-na-na
(Slap knees) Sha-na-na-na-na
We all know frogs go
(Slap knees) Sha-na-na-na-na
They don't go mm-mm-ak

Honk honk went the big mack truck one day
Split-splat went the little green frog
And his eyes don't go mm-ah no more
Cause he go licked up by a dog
Woof, woof

The Noble Duke of York

The Noble Duke of York (*squatting or sitting*)
He had ten thousand men
He marched them up the top of the hill (*stand up*)
And marched them down again (*squat or sit*)

And when you're up you're up (*stand*)
And when you're down you're down (*squat or sit*)
And when you're only halfway up (*halfway stand*)
You're neither up nor down! (*stand then sit*)

Repeat, singing the song a little faster each time

Reverse the movements – stand for down, and sit for up

Oh Chester

Ooooh Chester, have you heard about Harry?
Just got back from the ar-my
I hear he knows how to wear a rose
Hip-hip hooray for the ar-my

Repeat, singing a little faster each time

Hand movements:

Oooh – form "O" with thumb and forefinger
Chester – touch "O" to chest
Harry – point to hair
Army – point to arm, then to yourself ("me")
Hear – point to ear
Knows – point to nose
Rose – form rose with thumb and forefinger, circle, then place on chest
Hip-hip – rock hips from side to side, hitting each with hands
Hooray – pump fist in air
Army – point to arm, then to yourself

Beaver Song

Beaver one beaver all
Let's all do the beaver crawl (crawl with hands)

Beaver two beaver three
Let's all climb the beaver tree (climb tree with hands)

Beaver four beaver five
Let's all do the beaver Jive (dance)

Beaver six beaver seven
Let's all go to beaver heaven (Form hands as if in prayer and then sway back and forth)

Beaver eight Beaver nine
(Yell) STOP! It's Beaver Time!
Go beavers, go beavers, go beavers!

Watermelon Song

Just plant a watermelon on my grave
And let the juice (*slurp)* slip through

Just plant a watermelon on my grave
That's all I ask of you

Well southern fried chicken is mighty fine
But all I ask is a watermelon vine

So plant a watermelon on my grave
And let the juice (*slurp*) slip through.

Go Bananas

To hear a version of this song see http://www.youtube.com/user/ultimatecampresource#p/u/62/DFXitbTQo-E.

Bananas unite! (place hands together straight up over head)

Peel banana, peel, peel banana. (One arm down.)
Peel banana, peel, peel banana. (Other arm down.)
Eat bananas, eat, eat bananas.
Eat bananas, eat, eat bananas.
Go bananas! Go, go bananas! (Jump up and go bananas.)
Go bananas! Go, go bananas!

Form potato, form, form potato (Form potato by raising arms above head.)
Form potato, form, form potato.
Peel potato, peel, peel potato. (Lower one arm.)
Peel potato, peel, peel potato. (Lower other arm.)
Mash potato, mash, mash potato! (Stomp, jump on floor for these verses.)
Mash potato, mash, mash potato!

Form an orange, form, form an orange. (Lift arms above head.)
Form an orange, form, form an orange.
Peel an orange, peel, peel an orange. (Lower one arm.)
Peel an orange, peel, peel an orange. (Lower other arm.)
Squeeze an orange, squeeze, squeeze an orange! (Turn to neighbor and hug/squeeze them.)
Squeeze an orange, squeeze, squeeze an orange!

Build the house, build, build the house. (Arms form roof over head.)
Build the house, build, build the house.
Paint the house, paint, paint the house. ('Paint' your neighbor.)
Paint the house, paint, paint the house.
Rock the house, rock, rock the house! (Dance)
Rock the house, rock, rock the house!

Form the corn, form, form the corn. (Arms above head in corn shape.)
Form the corn, form, form the corn.
Shuck the corn, shuck, shuck the corn. (Arms lower one at a time.)
Shuck the corn, shuck, shuck the corn.
Pop the corn, pop, pop the corn! (Jump and clap your hands.)
Pop the corn, pop, pop the corn!

Baby Shark

For an example of the song see http://www.youtube.com/watch?v=O7DqOD4JDJ8&feature=related

(*shark mouth with hands connected at wrist*)
Baby shark, Doh-doh, doh, doh, doh, doh
Baby shark, Doh-doh, doh, doh, doh, doh
Baby shark, Doh-doh, doh, doh, doh, doh
Baby shark

(*shark mouth with forearms connected at elbows*)
Momma shark, Doh-doh, doh, doh, doh, doh
Momma shark, Doh-doh, doh, doh, doh, doh
Momma shark, Doh-doh, doh, doh, doh, doh
Momma shark

(*shark mouth with full arms*)
Daddy shark, Doh-doh, doh, doh, doh, doh
Daddy shark, Doh-doh, doh, doh, doh, doh
Daddy shark, Doh-doh, doh, doh, doh, doh
Daddy shark

(*same as Daddy, but with fists instead of fingers to look like no teeth*)
Grandpa shark, Doh-doh, doh, doh, doh, doh
Grandpa shark, Doh-doh, doh, doh, doh, doh
Grandpa shark, Doh-doh, doh, doh, doh, doh
Grandpa shark

(*swimming crawl motion with arms*)
Going swimming, Doh-doh, doh, doh, doh, doh
Going swimming, Doh-doh, doh, doh, doh, doh, doh
Going swimming, Doh-doh, doh, doh, doh, doh
Going swimming

(*rub stomach*)
Hungry shark, Doh-doh, doh, doh, doh, doh
Hungry shark, Doh-doh, doh, doh, doh, doh
Hungry shark, Doh-doh, doh, doh, doh, doh
Hungry shark

(hands on top of head like shark fins)
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack

(swimming motion faster)
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster

(same back crawl, with very frantic actions)
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack, Doh-doh, doh, doh, doh, doh
Shark attack

(swimming motion faster)
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster, Doh-doh, doh, doh, doh, doh
Swim faster

(touch hand to shoulder and flap elbow)
Lost an arm, Doh-doh, doh, doh, doh, doh
Lost an arm, Doh-doh, doh, doh, doh, doh
Lost an arm, Doh-doh, doh, doh, doh, doh
Lost an arm

(hop on one leg to beat)
Lost a leg, Doh-doh, doh, doh, doh, doh
Lost a leg, Doh-doh, doh, doh, doh, doh
Lost a leg, Doh-doh, doh, doh, doh, doh
Lost a leg

(mime giving CPR)
CPR, Doh-doh, doh, doh, doh, doh
CPR, Doh-doh, doh, doh, doh, doh
CPR, Doh-doh, doh, doh, doh, doh
CPR

(mime CPR faster)
It's not working, Doh-doh, doh, doh, doh, doh
It's not working, Doh-doh, doh, doh, doh, doh
It's not working, Doh-doh, doh, doh, doh, doh
It's not working

That's the end, Doh-doh, doh, doh, doh, doh
That's the end, Doh-doh, doh, doh, doh, doh
That's the end, Doh-doh, doh, doh, doh, doh
That's the end

Pizza Hut

A Pizza Hut, a Pizza Hut
Kentucky Fried Chicken, and a Pizza Hut
A Pizza Hut, a Pizza Hut
Kentucky Fried Chicken, and a Pizza Hut
McDonald's, McDonald's
Kentucky Fried Chicken, and a Pizza Hut
McDonald's, McDonald's
Kentucky Fried Chicken, and a Pizza Hut

A Lean Cuisine, a Lean Cuisine
A Slim Fast Shake and a Lean Cuisine
A Lean Cuisine, a Lean Cuisine
A Slim Fast Shake and a Lean Cuisine
No Twinkies, No Twinkies
A Slim Fast Shake and a Lean Cuisine
No Twinkies, No Twinkies
A Slim Fast Shake and a Lean Cuisine

A Burger King, a Burger King
Long John Silver's and a Burger King
A Burger King, a Burger King
Long John Silver's and a Burger King
Red Lobster, Red Lobster
Long John Silver's and a Burger King
Red Lobster, Red Lobster
Long John Silver's and a Burger King

Hand motions:

- Pizza Hut (hands make teepee above head)
- KFC (flap arms like wings)
- McDonalds (arch arms above head)
- Lean Cuisine (lean to side)
- Slim Fast (jog in place)
- No Twinkies (wag finger)
- Burger King (form crown with hands)
- Long John Silver's (brandish a pretend sword)
- Red Lobster (make snapping claws with hands)

I'm a Nut

I'm a little coconut
Sitting in a big fat rut
Someone came and stepped on me
Now I'm cracked as you can see

I'm a nut (clap, clap)
I'm a nut (clap, clap)
I'm a nut, I'm a nut, I'm a nut (clap, clap)

Called myself up on the phone
Just to see if I was home
Asked myself out on a date
Gotta be ready at half past eight

I'm a nut (clap, clap)
I'm a nut (clap, clap)
I'm a nut, I'm a nut, I'm a nut (clap, clap)

Took myself to the picture show
Sat myself in the very last row
Wrapped my arms around my waist
Got so fresh I slapped my face

I'm a nut (clap, clap)
I'm a nut (clap, clap)
I'm a nut, I'm a nut, I'm a nut (clap, clap)

For an example of this song see http://www.youtube.com/watch?v=LoxfL8n8_jI&feature=related

Alice the Camel

Alice the camel has five humps.
Alice the camel has five humps.
Alice the camel has five humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has four humps.
Alice the camel has four humps.
Alice the camel has four humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has three humps.
Alice the camel has three humps.
Alice the camel has three humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has two humps.
Alice the camel has two humps.
Alice the camel has two humps.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has one hump.
Alice the camel has one hump.
Alice the camel has one hump.
So ride, Alice, ride.
Boom, boom, boom, boom!

Alice the camel has no humps.
Alice the camel has no humps.
Alice the camel has no humps.
'Cause Alice is a horse!

Bazooka Bubblegum

My mom gave me a penny
She said go buy a henny
I did not buy a henny
Instead I bought some bubblegum
Bazooka, zooka bubblegum

My mom gave me a nickel
She said go buy a pickle
I did not buy a pickle
Instead I bought some bubblegum
Bazooka, zooka bubblegum

My mom gave me a dime
She said go buy a lime
I did not buy a lime
Instead I bought some bubblegum
Bazooka, zooka bubblegum

My mom gave me a quarter
She said go buy some water
I did not buy some water
Instead I bought some bubblegum
Bazooka, zooka bubblegum

My mom gave me a dollar
She said go buy a collar
I did not buy a collar
Instead I bought some bubblegum
Bazooka, zooka bubblegum

My mom gave me a five
She said go stay alive
I did not stay alive
Instead I choked on bubblegum
Bazooka, zooka bubblegum

Boom Chicka Boom

(Youth echo each line.) For an example see http://www.youtube.com/watch?v=qAw1ps3XnEc.

I said a boom chicka boom
I said a boom chicka boom
I said a booma chicka rocka chicka rocka chicka boom

Uh-huh
Oh yeah
One more time
_____ style

Janitor Style:
I said a Broom Sweep-a Broom
I said a Broom Sweep-a Broom
I said a Broom Sweep-a Mop-a Sweep-a Mop-a Sweep-a Broom

Valley Girl Style:
I said like boom chicka boom
I said a totally boom chicka boom
I said like boom chicka like rocka chicka like a rocka chicka boom

Baseball Style:
I said a boom chicka boom
I said a boom chicka boom
I said a boom chicka rocka hit that softball to the moon.

Barn-yard Style:
I said a moo chicka moo
I said a moo chicka moo
I said a moo chicka watch your step, don't track it in the room.

Race Car Style:
I said a vroom shifta vroom
I said a vroom shifta vroom
I said a vroom shifta grind-a shifta grind-a shifta vroom

Astronaut Style:
I said a moon shoot the moon
I said a moon shoot the moon
I said a moon blast-me shoot-me blast-me shoot-me-to-the-moon

Taco Bell Style:
I said a bean chicka bean
I said a bean chicka bean
I said a bean and cheese burrito and a nacho supreme.

Photographer Style:
I said a zoom clicka zoom.
I said a zoom clicka zoom.
I said a zoom clicka Smile Watch the Birdie clicka zoom.

Martian Style:
Beep beep beep beep beep beep.
Beep beep beep beep beep beep.
Beep beep beep beep beep beep beep beep beep.

Underwater Style (*run fingers over lips while singing*):
I said a boom chicka boom
I said a boom chicka boom
I said a booma chicka rocka chicka rocka chicka boom

Air Force Singers

This song is a round-type song. Each person sings a verse twice, and is then joined by the person singing the previous verse at the same time. Sing the chorus in between each verse. For an example of the song go to http://www.youtube.com/watch?v=HV6L_PpEJIM.

Chorus:

We are the Air Force Singers
There's nothing we'd rather be
But if we weren't the singers…

A farmer I would be!
Give Bessie, give! My baby's gotta live!
Give Bessie, give! My baby's gotta live!

A stewardess I would be!
Here's your paper, here's your coffee, here's your paper bag (ugh!)
Here's your paper, here's your coffee, here's your paper bag (ugh!)

A birdwatcher I would be!
Hark! A lark! Flying through the park! Splat!
Hark! A lark! Flying through the park! Splat!

A fireman I would be!
Jump lady, jump! Ooops! Splat!
Jump lady, jump! Ooops! Splat!

An ice cream maker I would be!
Oooshy gooshy, oooshy gooshy! Good ice cream!
Oooshy gooshy, oooshy gooshy! Good ice cream!

A football player I would be!
Hut, hut! Hit 'em in the gut! Huh!
Hut, hut! Hit 'em in the gut! Huh!

A construction worker I would be!
Two by four! Nail it to the floor!
Two by four! Nail it to the floor!

A backpack I would be!
(*Jump on someone's back*)

A teacher I would be!
Sit down! Shut up! And don't pick your nose!
Sit down! Shut up! And don't pick your nose!

A Girl Scout I would be!
Ding dong! Hi there! Would you like to buy some cookies?
Ding dong! Hi there! Would you like to buy some cookies?

Superman I would be!
Look a bird! Look a plane! Where is Lois Lane?
Look a bird! Look a plane! Where is Lois Lane?

Little Red Wagon

(Youth echo each line.) See http://www.youtube.com/watch?v=2IfvmIRktRo for an example.

You can't ride in my little red wagon!
Because the front seat's broken and the axel's draggin!
Oo-ah, oo-ah, oo-ah-ah!

Second verse
Same as the first
But a little bit louder and a little bit worse

You can't ride in my little red wagon!
Because the front seat's broken and the axel's draggin!
Oo-ah, oo-ah, oo-ah-ah!

Third verse
Same as the first
But a whole lot louder and a whole lot worse

You can't ride in my little red wagon!
Because the front seat's broken and the axel's draggin!
Oo-ah, oo-ah, oo-ah-ah!

Fourth verse
Same as the first
But a little bit quieter and a little bit nicer

You can't ride in my little red wagon
Because the front seat's broken and the axel's draggin
Oo-ah, oo-ah, oo-ah-ah

Donut Song

There were 5 little donuts in the donut shop.
You know the kind with the honey and the sprinkles on top.
When along came ____ with a penny to pay.
And (he/she) bought a donut and ran away!

Repeat the song counting down to 1 and fill in a different camper's name each time.

Rounds Songs:

The following songs are sung in rounds, with one group beginning the song after the first line of each until each group is singing.

I Love the Mountains

Girls:
I love the mountains,
I love the rolling hills

I love the flowers,
I love the daffodils

I love the fireside
When all the lights are low

Singing
Boom dee ah da, boom dee ah da
Boom dee ah da, boom dee ah da

Boys:
Boom dee ah da, boom dee ah da
Boom dee ah da, boom dee ah da
Boom dee ah da, boom dee ah da
Boom dee ah da, boom dee ah da

America

America, America
Shall we tell you how we feel?
You have given us your riches
We love you so.

Make New Friends

Make new friends, but keep the old
One is silver and the other gold

Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

Froggie Went A Courtin'/King Kong Kitchie Kitchie Ki-me-o

Youth sing "King kong kitchie…" for each verse as well as the refrain
For an alternate version of this song see http://www.youtube.com/watch?v=2erx8MEaXxE

Froggie went a courtin' and he did ride
King kong kitchie kitchie ki-me-o
With a sword and pistol by his side
King kong kitchie kitchie ki-me-o

Refrain:
Kimaneero down to Cairo, Kimaneero Cairo
Bob, bob, bob, said ah bobababa-ling
King kong kitchie kitchie ki-me-o

Verses:

He rode until he came to Miss Mousy's door
And there he knelt upon the floor

He took Miss Mouse upon his knee
And he said, "Little mouse will you marry me?"

"Without my Uncle Rat's consent"
"I wouldn't marry the president"

Uncle Rat laughed and he shook his fat sides,
To think his niece would be a bride

Uncle Rat went runnin' downtown
To buy his niece a wedding gown

Who will make the wedding gown?
Old Miss Rat from Pumpkin Town

Where shall the wedding supper be?
Way down yonder in a hollow tree

What should the wedding supper be?
Fried mosquito in a black-eye pea

First to come in was a white moth.
She laid out the table cloth

Next to come in was a juney bug.
She brought the water jug

Next to come in was a bumbley bee.
With a big bass fiddle on his knee

Next to come in was an itty-bitty flea.
Danced a jig with the bumbley bee

Next to come in was Mrs. Cow.
She tried to dance but she didn't know how

Next to come in was the big black snake
He gobbled down the wedding cake

Now Mister Frog was dressed in green
Sweet Miss Mouse looked like a queen

In slowly walked the Parson Rook
Under his arm he carried a book

They all gathered round the lucky pair
Singing, dancing everywhere

Then Frog and Mouse went off to France
That's the end of my romance

Now they live far off in a hollow tree
Where they now have wealth and children three

A little piece of cornbread layin' on a shelf.
If you want anymore, you can sing it yourself!

Penguin Song

To see an example of this song, visit http://www.ultimatecampresource.com/site/camp-activity/penguin-song.html.

In between each chorus, add one of the following by calling out the following commands with actions. Each time you call out a new command, you add it to the existing motions.

Chorus:
Have you ever seen
A penguin come to tea?
When you look at me
A penguin you will see!
PENGUINS ATTENTION! PENGUINS BEGIN!

Motions:
Right Flipper (Flap right arm)
Left Flipper (Flap left arm)
Right Foot (Kick right foot)
Left Foot (Kick left foot)
Bob your head (bob your head...)
Turn in a circle (turn in a circle)
Stick out your tongue (stick out your tongue and sing song)

At the end... it's PENGUINS ATTENTION! PENGUINS DISMISSED!

Three Short Necked Buzzards

Three short neck buzzards
Three short neck buzzards
Three short neck buzzards
Sitting in a dead tree
One flew a – way
Oh what a – shame

Continue counting down until zero then…

One has re – turned
Let us re – joice

Continue counting up until three

Appendix E **Icebreakers**

When beginning a new camp session (or any time youth are unfamiliar with one another) icebreakers are an essential tool to use to foster friendships and encourage youth to bond as a group. Following is a selection of name games, get-to-know you games, and other activities to familiarize campers to one another. These games can be used in combination with team-building or other games, or before beginning any camp class or session.

The following icebreakers are a compilation of the author's own experience and from the website www.ultimatecampresource.com.

Alphabet Names

Supplies: none

Have the group form a circle. The first person introduces themselves. After saying his/her name, the camper chooses a food that begins with the same letter as their first name (ex. Hi. I'm Bonnie and I like to eat Bananas). The next camper in line must then repeat the name and food of the person in front of them (Bonnie likes Bananas) before introducing themselves and the food that begins with the same letter (ex. Hi I'm Chris and I like Cookies). The third person must then repeat the first two people's names and food (Bonnie-Bananas and Chris-Cookies) before his/her own introduction. This continues until the last person must repeat all of the names and foods.

Tennis Ball Toss

Supplies: 3 or 4 tennis balls, small stuffed animals

The group forms a circle. The facilitator begins the activity by tossing the tennis ball to a camper. Upon catching it, the camper must say his or her name. The ball is then passed to another camper, who in turn introduces themselves. The game continues until all campers have had the ball and said their names (each person should just introduce themselves once). If the ball is dropped, the group must start from the beginning. The game is repeated again with the ball being passed in the same order. Increase the difficulty of the game by speeding up the tosses, using multiple balls at once, or using stuffed animals instead of tennis balls. Also try reversing the order. Continue until the group successfully learns each other's name and passes the ball without dropping it.

Bippity Boppity Boo

Supplies: none

The group forms a circle. One person stands in the middle – they are "It." The person who is "It" tries to return to the circle by asking other members of the circle the names of participants. There are four commands the "It" can give to a person in the circle: "Me, Bippity Boppity Boo," "You, Bippity Boppity Boo," "Left, Bippity Boppity Boo," or "Right, Bippity Boppity Boo."

To play "It" walks up to a person and gives a command. If the "it" person says "Left, Bippity Boppity Boo," then the person must correctly say the name of the person to the left of them before "it" person finishes saying "Bippity Boppity Boo." It the person say the name correctly, the "It" continues going to other people in the circle. If they make a mistake or don't say the name in time, they become the new "It."

Beach Ball Toss

Supplies: Medium to large beach ball, permanent marker

Prior to beginning the game, blow up the beach ball and use a permanent marker to write introductory questions all over the ball. Make sure the marker is allowed to dry before using the ball.

Campers form a circle and toss the beach ball from person to person. When a camper catches the ball, he or she must answer the question that is closest to his/her left thumb (or other designated finger). If the person has already answered that question, he/she throws the ball up and catches it again.

The types of questions on the ball will depend on your audience's characteristics (particularly age). Some example questions include:

- Where are you from?
- Do you have any pets?
- Do you have any brothers or sisters?
- What is your favorite subject in school?
- What is your favorite/least favorite food?
- What are your hobbies?
- Have you ever broken a bone?
- Have you ever been on a cruise/plane?
- Have you ever traveled to a foreign country?
- What is your favorite book?
- Do you play any sports?
- Do you have any hidden talents?
- Are you involved with any school organizations (drama, band, etc.)?
- What is your favorite kind of music/artist?

Pterodactyl

Supplies: None

The challenge of the game is for each camper to keep their lips covering their teeth (covering their mouth with their hands is not allowed). If their teeth are seen, a camper is out. The game begins with everyone in a circle. One player says "pterodactyl." The player to the right of them then says it and the game continues around the circle. The catch is that any player can change the direction by screaming loudly like a pterodactyl (encourage campers to flap their arms to add to the effect). Any campers who show their teeth are out.

Blanket Drop

Supplies: large blanket

Blanket drop should be played after several name games during which campers have had the opportunity to learn each other's names.

Divide the campers evenly into two groups. Have the groups sit on the floor facing one another. If campers are wearing name tags, they should either turn them around or take them off. Ask two volunteers to stretch the blanket between the two groups so that they cannot see any of the members of the group. One member from each group is chosen and sits facing the blanket on either side. On the count of three, the volunteers drop the blanket. The campers facing one another try to call out each other's name first. The first camper to call out the correct name wins. The camper that loses switches sides. The game is repeated with two new campers and continues until all campers are on one side.

Two Truths and a Lie

Supplies: none

Campers form a circle. Each camper thinks of two facts that are true about them, and one fact that is false. One at a time campers state the three facts. Other participants must guess which statement is false.

One Minute Interview

Supplies: Clock or stopwatch

Divide campers into pairs. Each camper must talk about themselves for one minute. The other camper is not allowed to ask questions or speak. When the first camper's time is up, the second camper talks about themselves for one minute. Afterwards, pairs take turns introducing each other to the larger group.

Baby if You Love Me You'll Smile

Supplies: none

Campers sit in a circle, with one camper in the middle. The camper in the middle walks up to someone sitting as says, "Baby, if you love me you'll smile." The person sitting replies, "Baby I love you, but I just can't smile." If the person sitting laughs or smile, he or she must go to the middle while the person standing sits down. If the person sitting does not smile, the person standing moves on to another person and repeats the question until someone smiles or laughs.

I Love My Neighbor

Supplies: None

Campers sit in a circle (either in chairs or on the floor), with one camper standing in the middle. The camper in the middle begins the game by saying, "I love my neighbor but I do not love people who are wearing _____" and filling in the blank with any type or color of clothing (ex. blue, t-shirts, flip flops, belts, hats, necklaces). Campers that are sitting and wearing the item named must stand up and move to another seat. The person in the middle tries to find a seat while everyone is standing up and moving. The last person in the middle repeats the saying.

The Big Wind Blows is a variation on this game. Instead of saying, "I love my neighbor…" campers say "The big wind blows for people who…" Fill in the blank with things such as "have blue eyes" or "have a birthday in October."

Toilet Paper

Supplies: Roll of toilet paper

Pass around a roll of toilet paper. Tell campers to take as many sheets as they think they will need at camp. When everyone has toilet paper, each person must tell one fact about themselves for each sheet of toilet paper they took from the roll.

Frustrating Number Game (aka Jedi Numbers)

Supplies: None

Ask the group to sit or stand in a circle with their hands behind their backs. Explain to the group that once the activity begins, participants can only say a number - no side conversations, strategies or pointing.

Once the leader says, "Go," someone (whoever decides to start) in the group starts by saying, "One," followed by someone different (whoever decides to speak next) calling out, "two," and so one until the group reaches its goal (usually 15 is a reasonable goal).

The trick is that if more than one person calls out a number at the same time, the group has to start over at the beginning until they reach 15.

Elephants, Cows, and Giraffes

Supplies: None

Have participants form a circle with one person in the center. This person is trying to rejoin the circle by pointing at a camper in the circle and calling out elephant, cow, or giraffe. The person that is pointed out, as well as the person on each side of him/her, has to coordinate their actions and make each animal as described.

Elephant – The center camper sticks both hands in front of their nose to form a trunk. The campers on each side of them they form ears by leaning over placing one hand by the center persons hips and the other by their head.

Cow – The center camper locks their fingers and turns their hands upside down so that the thumbs point down forming udders. The campers on the left and right then milk the udders.

Giraffe – The center camper places their hands directly over their head to forming a neck, while the outside two bend over and touch the middle person's toes to form the legs.

If campers do not get into this position by the count of 5 by the pointer, then the last person to get into position will become the center person.

Speedy Rabbit

Supplies: None

Speedy Rabbit is a variation of Elephants, Cows, and Giraffes and is played the same way, but uses different hand motions and characters.

Speedy Rabbit – The side campers face out to make the shape of the ears, and the middle camper puts his or her hands in front of them like paws.

Screaming Viking –The side campers make rowing motions on the outside, and the middle camper bangs their fists on their chest yelling.

Girl Scout – The side campers put their arms up on a diagonal and lean in to make a house, and the middle camper crouches down and says "Want a cookie?"

Transformers

Supplies: None

This game utilizes Rock, Paper, Scissors in a fun and different way. Have the group either form a circle, or spread out evenly in the playing area. On "go," campers find a partner to challenge to a game of Rock, Paper, Scissors (RPS). As the game continues, the winner of each match "transforms" to a new creature and the loser does not. The goal is to be the first person to transform into a "person."

Each participant begins as an "egg." "Eggs" challenge other "eggs" to a game of RPS. The winner of the RPS game is now a "chicken" while the loser remains and "egg." The "chicken" must now find another "chicken" to challenge to RPS, and the "egg" must find another "egg" to challenge. This continues until there is one person of each creature who are all winners. Add in other creatures to modify or adapt the game.

The stages of transformation and the motions are:

Egg - squatting down low near ground
Chicken - putting thumbs under armpits and flapping elbows
Eagle - flapping arms by sides
Pterodactyl - arms out at shoulder length and moving body back and forth as if soaring through the skies
Robot – make jerky robot movements with arms and legs
Human – jump up and down and cheer

People to People

Supplies: None

The game has several versions. In the first, campers pair up and stand back to back. The facilitator calls out different actions that the pair must attempt while remaining back to back (i.e. right hand to right hand, left foot to right foot, head to head, right hand to left leg). The pair must maintain all combinations until the leader calls "People to People," at which time they find a new partner and stand back to back to begin again.

A second version does not have participants stand back to back. Instead campers find a partner and perform the actions called. However, since campers are not back to back there are more options for fun and crazy combinations (such as elbow to nose or knee to ear). Music can also be incorporated into the game.

Mr. (or Miss) Mayor

Supplies: Chairs

Four chairs are placed in a row, one behind the other.
Campers sit behind the last chair (and all chairs are facing the same direction the campers are facing.

One person is chosen to be "IT" (the Mayor) and sits in the first chair (farthest away from the group).

The facilitator silently chooses someone to "visit" the Mayor. The Visitor sits in the last chair (closest to the campers) and asks in a disguised voice, "Mr. (or Miss) Mayor, Mr. Mayor, do you know who I am?"

The Mayor guesses who the camper might be. If the Mayor guesses correctly, the Visitor returns to the group and another Visitor is chosen. If the Mayor guesses incorrectly, the Visitor moves up a chair -towards the Mayor - and asks again; the game continues.

If the Visitor gets to the final chair and the Mayor still hasn't guessed correctly, the Visitor becomes the new Mayor and the old Mayor gets to choose the next Visitor.

Immobile Bovine

Supplies: None

Choose two people in the group to be “The Jokers” (or ask for volunteers). The rest of the group become the “Immobile Bovine” and must lie down on their backs. The Jokers walk from Bovine to Bovine trying to make them laugh without touching them. Once a Bovine laughs, they stand up and become a Joker. The game continues until there are only two Immobile Bovines left.

Appendix F **Games**

Games are a central component to any camping program – they foster social interaction, life skill development, build relationships, and are fun! Although leading games may seem to be easy and the most basic skill any leader has, proper facilitation of games is learned and adds value to the entire camping experience.

Games are played individually, and as part of a series. Some involve large groups of campers, while others only engage a handful of youth. No matter how many games or campers are involved there are common strategies to leading and facilitating play.

There are four Ps of leading games (Michaelis & O'Connell, 2004):

1. Purpose
2. Planning
3. Preparation
4. Presentation

Although having steps to play a game may seem silly or overcomplicated, once you learn the basics of facilitation the four Ps will come naturally.

Purpose

Why are you playing games with the campers? What do you want to happen? Are you playing games…

- To get youth to learn each other's names?
- To get to youth to better know one another?
- To energize the group?
- To provide exercise?
- To develop teamwork skills?
- To develop communication skills (Michaelis & O'Connell, 2004)?

Planning

Who are the players, what is the situation, and what is the setting?

- At what stage of development are the campers? What are their needs? What are their abilities and interests?
- What is the context of the game(s)? What were campers doing before (eating lunch, in a class, etc.) and what will they being doing after (swimming, going to bed etc.)? Should the games be high or low energy?
- Will the games be played indoors or outdoors? What are the safety concerns of the setting (for example, the floor is wet due to people coming in from the rain – it is not safe to engage in games where youth run or get highly excited)?

Over-plan for the time allotted for games. It is always better to be over-prepared and have games you didn't have time to play rather than running out of ideas and ending early.

Each group will have a different dynamic – a game that is successful with one group may not work for another. It also helps to have a few fail-proof popular games that you know are always successful with groups (it may take some time facilitating games before you determine what these games are) so as to keep the flow of the session going rather than losing momentum. Be flexible and willing to change your plan as needed.

Finally, aim to have players as active as possible. Games where everyone is active (rather than some players waiting or standing on the sides) provide greater opportunities for development. They provide more exercise, more social interaction, more creativity, and are usually more fun (Michaelis & O'Connell, 2004).

Preparation

Before beginning any games session, determine what preparation must be carried out. Do you need to gather any supplies or props? Do playing boundaries need to be marked on the floor or outside?

It is often helpful to jot down a list of games (and if necessary the rules) before beginning a session. Write down both games that you plan to play, as well as a couple of extras (just in case you have extra time or the initial games do not go as planned). Although you may not require the list, it is useful to have as a reminder and to keep you on track (Michaelis & O'Connell, 2004).

Presentation

Although it is common to play games as a planned session at camp, there may be opportunities where you have to recruit campers to join in the fun. Sometimes simply saying, "Who wants to play a game," will draw a crowd of thirty kids. However, if youth are older adolescents or if campers are still unfamiliar with camp it may be harder to engage youth (Michaelis & O'Connell, 2004).

Some tips to recruit youth to play:

- With a big smile, enthusiastically ask them to join the game
- Use humor
- Hand campers a prop, Frisbee, or ball and ask them if they want to play
- Walk through the crowd with a rope or parachute and say, "I really could use some assistance. Could you grab on to the rope and help me?"
- Form a human train and run through the crowd asking campers to join

Now that you have a group assembled, you can begin the fun! When teaching a new game, remember the acronym DDADA – Describe, Demonstrate, Ask for questions, Do it, and Adapt it.

Describe – Use phrases such as "let's form a circle," "this is a tag game," "the object of the game," and "the challenge is." If the game requires participants to be in a circle, line, or any other formation have them get in place before describing the rules.

Demonstrate – While describing the game, demonstrate the game's action. Ask participants to assist in demonstrations and encourage enthusiasm, playfulness, and humor.

For complex games, break the explanation into parts. Complete slow motion and practice rounds as necessary to ensure that all youth understand the rules and flow of the game.

In describing and demonstrating the game, do not neglect to review safety information. Demonstrate and explain safety concerns how injuries could occur. It is helpful to involve youth in identifying safety concerns ("What would happen if…").

When presenting games, use stories and fantasy to make the game more fun. An enthusiastically portrayed story of pirates, sea monsters, and giant crashing waves is much more exciting than simply explaining the rules of Captain's Coming verbatim. You could play a simple game of dodgeball or instead create Star Wars Dodgeball, Harry Potter Dodgeball, or Twilight Dodgeball – each which has its own exciting story and fantasy. Practice crafting a story to go along with each game, or choose a theme to link various games together so that youth can embark on a journey through the game experience.

Ask for Questions – Allow for youth to ask questions to clarify rules and game procedures, but do not let the question and answer time draw out too long and delay the session. Many games are easier to comprehend when actually played, so suggest a practice round if campers are still struggling with the concept. If youth seem totally lost, "rewind" and explain the rules again. If some campers are still hesitant, ask them to stand by you and watch the first round – they can then join when they feel more confident.

Use feedback loops and questioning to make sure youth understand the rules and procedures (i.e. "How do you tag?" or "What happens when I say 'Ahoy Matey?'").

Do It – Now time for the fun! As youth are playing the game, be watchful of safety issues and make sure that all participants are following safety guidelines (Michaelis & O'Connell, 2004).

Adapt It – At times, it may be helpful to adapt a game. If youth are struggling to complete the objective of the game, it is too hard, there is too much idle standing, there are safety concerns, it is too easy, or the game just isn't working you can adapt the game to make it more effective.

Some ways to adapt games include:

- Shrink or enlarge boundaries
- Add more taggers (more "its")
- Add or subtract equipment (such as balls)
- Change rules
- Have youth participants compete in teams rather than individuals (or vice versa)
- Find an activity for youth who are "out" so they can still be part of the action, rather than simply watching on the sidelines (such as Crossover Dodgeball where campers that are "out" join the other team)
- Eliminate getting "out" and come up with a way that everyone stays involved
- Change the way campers can move during the game (i.e. hop on one leg rather than run)

Create opportunities for games in between games – Consider ways to make the entire experience more fun by create games out of mundane activities. For example, if campers have to walk from a building to the recreation field, have them imagine running over hot coals or that they are spies trying to get to outdoors unnoticed. Create a train to move from one area to another or a huge caterpillar that crawls across the field. Perhaps youth must cross a river full of hungry hippopotamuses and have to jump from the back of one hippo to the other. Use creativity and make it fun!

Finally, when leading games remember the following:

1. Maintain safety (both physical and emotional)
2. Maintain enthusiasm and interest
3. Maintain flexibility (Michaelis & O'Connell, 2004)

Tips for facilitating and leading games (Michaelis & O'Connell, 2004)

Tricks to divide teams

- Divide campers by birthday; youth born in months January-June are on one team and youth born in months July-December are on the other (can also be used to create three and four teams)
- Ask youth to look at their nails; campers that look at their nails palm up are on one team and those that look at their nails palm down are on the other
- Instruct campers to clasp their hands in front of them (while intertwining their fingers); those campers whose left thumb is on top are on one team; right thumb on top are on the other
- Tell campers to cross their arms; campers are on teams based on whether their left or right arm is on top
- Ask campers to stand on one foot; those standing on left foot are one team and right on another
- Tell campers to look at the bottom of their shoe; campers that look at their foot in front of them are on one team; behind them another team
- Mingle, mingle, mingle – have campers walk around the room shaking hands with each other saying "Mingle, mingle, mingle" (or play music while youth are shaking hands); on your command youth must pair or group up based on instructions such as "three together standing on one foot," "two back to back," "four sitting on the floor in a circle," "five with elbows linked," or "ten standing shoulder to shoulder." Have youth mingle in between commands – continue until you have the group size you desire.

Tricks to get a group's attention

- Excitedly motion for campers to huddle in a circle, while you kneel and give instructions.
- Teach the phrase, "When the hand goes up, the mouth goes shut!" When you raise your hand youth repeat the phrase and then are to stop talking.
- Whisper and ask campers to come closer so they can hear you.
- Tell kids to "Freeze!" and have kids freeze little by little (ending with their voice); then kids "melt" and sit down on the floor.
- Say to the group, "If you can hear the sound of my voice…" and then give them an instruction (such as clap once, clap twice). Continue until all youth are quiet (it is helpful to end with "… put your hands in the air, put your hands over your mouth, now stay quiet please").

Tips for ending games

- Decide how you are going to end a session before you begin
- If you are running out of time in the session, don't start a new game; if the current game is losing the interest of participants, attempt to adapt or vary it to keep it exciting
- Let campers know that time is almost up by saying, "One last game for today," or "Two more rounds before we finish"
- End on a positive note
- Fatigue often leads to injury or safety risks; if the group is getting tired, end games and switch to a quiet or sitting activity
- End with a huddle, high-fives, cheers, songs, or other rituals

Tips for transitioning between activities

- Give a time limit (for example, "I need everyone standing in a single file line behind me in 5 seconds!")
- Give campers a task to accomplish (i.e. "Will everyone help me pick up the equipment on the way back to the building?")
- Play "Red Light Green Light" as you walk between activities
- Create a train to walk from area to area
- Give campers a challenge (for example, "Cross the field with everyone holding pinkie fingers," or "Walk to the baseball field using bear steps only")
- Give campers a focus (such as singing a song or responding to questions)

Tips for maintaining group energy

- Play similar games in sequence (such as tag games), or play a game and change the rules slightly as you go along to create new games
- Play games that require participants to make similar formations (such as circles or lines)
- Sequence games so that the energy level gets progressively higher (when winding down activities choose games that require less and less energy)
- Use themes or stories to connect the "fantasy" behind the games
- Play music

Now on to the games!

The following games are a compilation of the author's own experience and from the website www.ultimatecampresource.com.

Elbow Tag

Divide participants into pairs and have each pair link elbows (this game requires an equal number of people). Designate a person as "It" and a person to be chased by It. The person that is "It" chases after someone, trying to tag them. The person being chased may link onto a pair, but the person in the pair that was not linked to must now drop arms and run from It. If a person is touched by It, roles reverse and they are now It. Participants are only safe when linked in pairs. The game can be altered by having multiple ITs or multiple people running from It. For an example of the game being played see http://www.youtube.com/watch?v=kra3mebHc34.

Amoeba Tag

Designate one person as It. When It tags someone, they must join the "amoeba" by holding hands or linking arms with It. Anyone in the amoeba can tag someone, but cannot split the amoeba. The game ends when the amoeba has tagged all participants. The game can be varied by having more than one amoeba.

Hospital Tag (aka Band-aid Tag)

Choose someone to be It and several participants to be the "ambulance." When It tags someone, they must cover the spot where they were tagged with their hand and continue to run from It. When they are tagged a second time, they also cover the spot with their hand and continue in play. The third time a person is tagged they must sit down and wait for the "ambulance" to take them to an area designated as the hospital. (Participants that are the ambulance can also be tagged by It.) Game continues until everyone is sitting down.

Everybody's It

In this version of tag everyone is It and can tag any of their fellow participants. Once tagged a person must sit down. In the case of simultaneous tagging decide with the group if both people will be out or if they will remain in play. To see an example of the game being played see http://www.ultimatecampresource.com/site/camp-activity/everybody-s-it-.html.

The variation in Ultimate Everybody's it is that when tagged players who are seated tag a live player, they can get up and run again.

Freeze Tag (aka Tunnel Tag)

Choose an individual to be It. When a person is tagged, they must "freeze" in the position in which they were tagged. A person can be freed by another participant crawl through their feet to be unfrozen. If a player is tagged while trying to free another, they are also frozen. They now stand behind the other frozen player until someone is able to crawl through both individuals' feet to be freed.

Reverse Tag

Supplies: None

Reverse tag is similar in that one person is "Not It" and everyone else is "It." Everyone chases "Not It." When an "It" tags "Not It," they are then "Not It" and must run from everyone else.

Sock Game

Supplies: This game only works if all participants are wearing socks (and is best if played inside)

Instruct participants to remove their shoes but leave on their socks. Campers sit on the ground and then lean back to crawl on their hands and feet ("crab crawl" style). The object of the game is to crawl around the room and pull off other camper's socks. The winner is the last camper that has on a sock.

Toe Fencing

Supplies: None

Campers pair up and face each other holding hands. Without letting go of each other's hands, they then try to touch each other's toes (with their feet), while simultaneously trying to avoid having their toes tapped. Once a player has had their toes tapped three times, they trade partners with the losing player of another pair.

Knee Boxing

Supplies: None

Campers pair up and face one another. Each camper tries to touch the knees of their partner with their hands, while simultaneously trying to avoid their knees being tapped. Once a player had had their knees tapped three times, they trade partners.

Thumb Jousting

Supplies: None

Have campers find and face a partner. Each camper holds out their right hand (as if to shake hands). They hold hands, but hook their thumbs and curl their fingers so that they are pointing at their partner with their index finger. On "Go!," campers try to touch their partner with their index finger. The first person to touch the other is the winner.

Farm Animals

This game requires a safe space that is free from objects or hazards that could cause someone to fall or trip. A large empty field or room works best. Participants in this game should walk only, and facilitators need to watch for safety.

Ask the participants to make a circle. The facilitator goes around the circle and whispers the name of a farm animal into the ear of each participant. Pick three or four farm animals (such as chicken, cow, sheep, and pig), and alternate the order in which they are given to participants. Tell participants to keep their animal a secret and not to talk while in the circle.

Ask all participants to close their eyes and place their hands in front of their body. When the facilitator says "go," participants (with their eyes closed) begin to make the noise of their farm animal. The object of the game is for participants to find others in the group that are of the same animal by listening to the sounds made. Once a participant finds someone that is the same animal, they group together and search for their fellow animals. The game ends when everyone is grouped by animal.

The game can be varied by having one or two participants given a strange farm animal such as elephant or tiger.

Gimmee!

Divide participants into four to six groups (depending on the number of people). Ask each person to come up with a team name and to choose someone to be the "runner." Arrange the groups in a circle (or in the corners of a room) around the facilitator so that each group is equidistance from the center. Everyone in the group must remain sitting except for the runner.

To play Gimmee, the facilitator asks for each group to bring him/her an object from the group. The first runner to reach the facilitator with the object gets a point. The team with the most points wins.

For example, the facilitator says, "I want you to give me a shoelace!" The groups must find someone in the group that has a shoelace, give it to the runner, who then brings the shoelace to the facilitator and gets a point. Common objects include a watch, nametag, shoe, hat, driver's license, and lip balm.

Make the game harder by specifying the color of objects (such as a red hat) or asking the "runner" to perform different actions to bring the object to the facilitator (such as hop on one foot, crab crawl, walk backwards). *Note: for safety reasons ask the "runner" to not actually run, but walk instead.* Also, ask the groups for people that have specific talents or attributes (such as a person that can whistle or someone who was born in December).

Switch out "runners" to allow more people to participate.

Captain's Coming

This game requires a bit of explanation, but is often a favorite of participants. It is similar to Simon Says.

Before beginning the game explain all of the motions and commands. When the facilitator calls out a command, participants must perform the action or assemble in groups with the appropriate number of people. If someone does not perform the action or is not in a group with the appropriate number of people, they are out.

<u>Commands:</u>

- Designate one direction as *Ship* and the opposite as *Island* (i.e. walking towards the facilitator is *Ship*, while walking away from the facilitator is *Island*). When the facilitator calls out *Ship* or *Island* the participants must walk in the appropriate direction. Bow and stern can be used in place of ship and island.

- *Captain's Coming* – individuals freeze where they are and salute. They cannot move until facilitator says "at ease." If a participant moves before "at ease" they are out.

- *Seasick* – Groups of 2. One person puts their hands on their knees so that their back is flat. The second person leans over the first person's back and pretends to get seasick "overboard."

- *Crow's Nest* – Groups of 3. Facing outward, three participants link elbows in a circle and turn while singing a song or humming a tune.

- *Meal Time* – Groups of 4. While squatting in a circle, four participants pretend to quickly eat grub while saying "yum, yum, yum" or make other eating sounds.

- *Swab the Decks* – Groups of 5. Participants get on hands and knees in a circle and pretend to scrub the floor.

- *Walk the Plank* – Groups of 6. Participants stand in a straight line with their hands on the shoulders of the person in front of them.

Have participants stand in a group in front of the facilitator. The facilitator calls out commands in a random order and participants must perform the specific action or they are out (this includes having the correct number of people in a group). The game continues until one person is left.

Variations:

Consider adding other commands for individuals to follow.

- *Captain's Wife* – Each participant must curtsy.
- *Shark Attack* – Participants bend over with one arm in the air, bent at the elbow to look like a shark fin.
- *Submarine* – Participants lie on face-up on the floor with one leg up as a "periscope."
- *Hit the Deck* – When called, everyone must immediately lie face down on the floor or ground.
- *Rats on Board* – Each person sits on the ground, grasps their legs around the knees and lifts their feet off the ground.
- *Mermaid* – Participants sway hips and say "Hey Sailor."
- *Beached Whale* – Each participant lies on the ground and rolls back and forth like a beached whale.
- *Pirates* – Hop on one leg covering one eye with hand (peg leg and eye patch) while saying "Arrgh Matey."
- *Life Boat* – In pairs, participants sit on the ground with their feet touching and holding hands rock back and forth while singing "Row, row, row your boat.
- *Man Overboard* – Participants pretend to fall overboard and swim/drown OR in groups of three, two participants form the ship while holding hands while the third hold a hand to their brow to look for the man overboard.

This is a What?

Supplies: Several small objects (pen, marker, toy, ball cap, shoe, hacky sac etc.).

The group sits in a circle. The leader starts by looking to the person sitting next to them with an object in his hand (for example a shoe). He says "this is a shoe". She responds "a what?", he says "a shoe", she says "a what", he says "a shoe", she takes the shoe and says "oh, a shoe". She then turns to the next person and starts the same interaction with that person. The leader can then add more items into the mix, starting the same way, and joining into to same rhythm already established by the shoe. The goal is to have as many items going around as there are people in the circle, so you are turning to one person and saying what an item is, and saying "a what" to the person on your other side, ready to receive their item.

Air Raid

This game has three commands. Music is played in between commands while participants dance. Once a command is called, participants perform the action. Game continues until facilitator ends it – there is no winner in this game.

- *Tornado* – participants spin in a circle
- *Flood* – participants run and touch a wall
- *Air Raid* – participants lie on their back with hands and feet in the air and "shoot" into the air

Samurai

The facilitator or a participant is designated as the Samurai. Participants stand in front of the Samurai in a half circle. The Samurai has a sword (either real or imaginary) and can choose to swing the sword *high* or *low*. When the Samurai swings the sword *high*, participants must duck. When the Samurai swings the sword *low*, participants must duck. For each action the Samurai calls out *high* or *low* while swinging the sword. A person is out if they perform the wrong action (it is helpful to have a facilitator watch and referee during the game). The last person in the game is the winner and is the new Samurai.

Four Corners

Participants stand in the middle of a room. Each corner is designated with a number (1, 2, 3, and 4). The facilitator either stands in the middle of the room or to the side with his or her eyes closed. While music is played, the participants dance or skip around the room. When the music is stopped, participants must choose a corner and move to it. The facilitator then calls out a corner number (with their eyes closed). The participants standing in named corner are now out and must either sit down or dance in the middle the entire time. Play continues until one person is left standing.

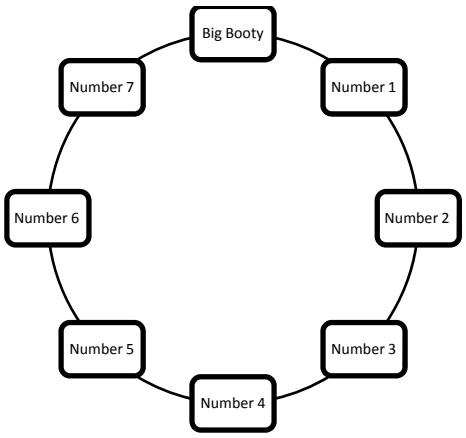
Stinky Shoes

Ask all participants to remove their shoes and place them in a pile in the middle of the room. Have participants make a circle around the pile of shoes and close their eyes. While everyone's eyes are closed, the facilitator mixes up the pile of shoes. When the facilitator gives the signal, participants search through the pile for their shoes. The first person with their shoes back on wins. *Works best if everyone is wearing tennis shoes or shoes that lace up.*

Big Booty

Big Booty is another game that requires some explanation but once learned in very popular. It works best with a group of 6 to 10 participants. For examples of the game being played go to http://www.youtube.com/watch?v=hE2MEZGBRms, http://www.youtube.com/watch?v=tqCVtZ_tkO8&feature=related, or http://www.youtube.com/watch?v=anly8s3Mwhs&feature=related.

The object of the game is to be the Big Booty. The game starts with the facilitator as the Big Booty. The group forms a circle and creates a beat by slapping their knees and clapping alternatively. Each participant has a number. The person to the left of Big Booty is number one, next person is number two, next person is number three (and so on and so on).



The entire group sings:

Awe Big Booty, Big Booty, Big Booty

Awe Yeah, Big Booty

The facilitator then says, "Big Booty number ___" and calls out the number of a participant. The number of the person Big Booty calls must then respond by saying their number first then calling the number of another participant, "Number ____ number ____" while keeping the beat (slap – clap – slap – clap). If the person whose number is called does not respond or misses the beat, they must move to the end (and have the highest number). Participants can send the game back to Big Booty by saying "number ____ Big Booty." If Big Booty messes up, they move to the highest number and number one is now Big Booty (number 2 moves to number 1 and so on) and play continues.

Example with 6 participants:

While keeping the beat with slap-clap-slap-clap

Awe Big Booty Big Booty Big Booty

Awe Yeah Big Booty

Big Booty Number Three

Number Three Number One

Number One Number Four

Number Four Number Five

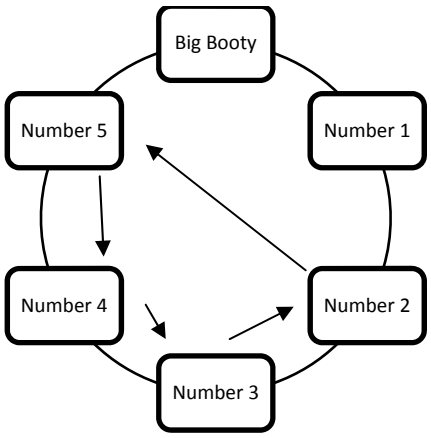
Number Five Number Two

Number Two Number Five

Number Five Big Booty

Big Booty Number Two

Number Two messes up, moves to the "end" and is now Number Five. Number Three moves to the Number Two spot, Number Four to Number Three, and Number Five to Number Four. Big Booty begins the game over with "Awe Big Booty."



Once the game has been mastered by participants, make it more challenging by including more and more people in the circle.

Giants, Wizards, and Elves

This game is a variation of Rock, Paper, Scissors. For an example of it being played see http://www.youtube.com/watch?v=qCt14bCSjoQ&feature=player_embedded.

It is best to play Giants, Wizards, and Elves in a room that is divided in the middle with a line.

Motions:

- *Giants* – Both hands held up above the head and say "Ahhhh."
- *Wizards* – Bend knees to crouch slightly and hold out arms to wiggle fingers or brandish an imaginary wand while saying "Woooo."
- *Elves* – Crouch to the ground and make pointed ears with hands and say "Eeeee!"

Rules of play:

- Giants beat Wizards, Wizards beat Elves and Elves beat Giants

Divide participants into two teams. Secretly each team must decide to be Giants, Wizards, or Elves. Once each team has chosen, groups line up shoulder to shoulder facing one another. The facilitator counts "1, 2, 3" and on 3 each team must shout out their identity while making the appropriate gesture.

The team that loses must turn and run to the wall which is "safe." The winning team chases them and tries to tag members before they touch the wall. Any members that are tagged must now join the other team. The game is repeated until all participants end up on one team.

Variations:

Dragon, Princess, and Knight

- *Dragon* - arms raised above head, growling
- *Princess* - arms low at side like you're twirling a skirt, saying "oOOOOooOOO" in a girly voice
- *Knight* - arms held in front like you are gripping a sword
- Dragons beat princesses , Knights beat Dragons, Princesses beat Knights

Hunter, Tiger, Camera

- Hunter – pretend to hold and wave a large net and say "Gotcha!"
- Tiger – crouch while roaring and growling like a tiger
- Camera – campers hold a pretend camera to their face and say "Cheese!"
- Hunter beats Tiger, Tiger beats Camera, and Camera beats Hunter

Friends, Food, and Fireworks

- Friends – hold out arms (as if giving a hug) and say "Heyyyy!"
- Food – rub stomach and say "Yummm"
- Fireworks – clap hands above your head and hiss "Shhhhhhh" as lower arms to sides
- Instead of trying to "beat" the other team, campers try to choose the same action at the same time

B'gawk! (The Chicken Game)

Supplies: None

Campers stand in a circle. Each person makes two circles (one with each hand) with the index finger and the thumb and then holds a circle over each eye. The person beginning the game drops one hand (a quick bounce, as if the hand was tied to elastic) and says "B'gawk!!" The direction is decided by which hand is used; if the first person drops his/her right hand, the person to his/her right must then continue the action. If he/she drops his/her left hand, the person to his/her left continues.

If BOTH hands are dropped, the action continues in the same direction, but the person directly opposite is skipped over. The first person cannot use a double B'gawk, because direction has not yet been established.

If someone messes up (i.e. B'gawks when they shouldn't or hesitates too long), they must run around the circle flapping arms and making chicken noises until they return to their original spot, and rejoin the play. *Note:* the group continues to play while the chicken runs around the circle - this adds to the chance of being distracted, making mistakes, and becoming a chicken.

The goal of the game is to look ridiculous and go as fast as possible.

The Hand Game

Everyone must either lie on their stomachs with their hands in front of them or sit at table with their hands in front of them, in a circle. Either way, have your hands ready to slap a flat surface. Once everyone places their hands directly on the table or ground in front of them, move your right hand in between the person to your right's hands. This creates an alternating hand pattern. So, looking down onto the group the hands would look like this:

(From left to right) My LEFT hand, then the person on my left's RIGHT hand, then the person on my right's LEFT hand, then my RIGHT hand, and so on. Although it is hard to describe, it's a really simple set-up...

To start, one person calls out the tapping direction, either Left or Right, and starts slaps their hand once on the ground/table. The hand closest to the first slap, in the named direction, slaps the hand, then the next closest, and so on. If hand A slaps, hand B can either single slap or double slap. A single slap keeps the slap going in the correct direction; a double slap sends the slap in the opposite direction.

If someone slaps out of turn, they must remove that hand. All other hands stay where they are. When both hands are out, that person is out of the game. The game is over when there are two people left.

Try and go faster as the game progresses. If you make a mistake, then you leave the circle.

Steal the Bacon

Supplies: ball, tape or ropes (to mark boundaries)

Split the group evenly into two groups and have campers from the two teams stand touching opposite walls of the room (or if outside have them place a foot on evenly spaced lines or ropes along the edge of the play field). Assign numbers to each player on both sides from one to the final person. At the end, each team will have a camper that is number 1, 2, 3, 4, etc.

In the center place a ball. When the facilitator calls out a number, the campers try to be the first to reach the ball, and bring it back to their side without being tagged by the other person. As soon as one camper picks up the ball the second camper can cross the middle line and attempt to tag the ball carrier. If a camper makes it back safely, that team scores a point. If the camper is tagged, the ball goes back in the middle, and a new number is called.

Snake's Tail

Supplies: None

Campers line up single file and place their hands on the shoulders of the person in front of them.

On the word "GO" the camper in the front of the line tries to catch the camper at the back of the line. The line cannot come apart. Rotate the group from front to back or back to front for each round of play.

Once the group has caught their own tail once or twice, have them try to catch the tail of a different "snake."

Jousting

Supplies: None

Version 1:
Campers pair up and face one another. Each partner stands on one leg, while holding the other behind them with one arm. The campers then try to push, pull, or trick the other person off balance. Each player should only make contact with the other player's free arm (not the one holding their leg) and no other parts of the body. Once a player place both feet on the ground, the other person wins. Each victory is worth one point, and the pairs can play up to 5 (or so points) before challenging a new partner.

Version 2:
This is a "Last Man Standing" version, where all players start in a small area at the same time and attempt to bump, pull, and push others off balance and be the last person standing.

Streets and Alleys

Supplies: None

Have two campers volunteer to be "It" and “Not It.” The rest of the campers form lines – the lines should be parallel and approximate a square as closely as possible (for example 25 campers have five lines of five). In the lines, campers face the facilitator with their arms stretched out. These are "streets" and “It” and “Not It” are able to run in the openings between the lines, but they can't break through the arms. When the facilitator yells "alleys" the campers turn to the left and change the layout of the "map" so now “It” and “Not It” have a different path.

For safety reasons, don't let the streets and alleys campers hold hands (to prevent injuries). Also this is a game that requires a lot of campers to stand while others get to play, so switch out players often. If a camper cannot catch a someone, switch the direction or adapt the game (ask campers to hop etc.) to even the playing field.

Lion's Cub

Supplies: Small ball or stuffed animal

Select a camper to be the Lion and have the lion sit with their backs to the other campers at least ten feet away.

Put a stuffed animal or ball behind the lion and have the lion pretend it is his cub. Have the other players take turns sneaking up behind the Lion and trying to steal the cub. If the Lion hears the other person sneaking up it can roar and then turn around. If the Lion has caught a player, the player takes the Lions place and the lion goes back to the other players. If there is no player when the lion he/she remains the lion and the game starts again.

Trashball

Supplies: Old newspaper, tape (to mark boundaries)

Mark off a 2x2 or 4x4 square grid on the floor and crumple the newspaper pages into balls. Divide the campers evenly into teams (one team for each square) and divide the crumpled newspaper evenly among the teams. On “Go,” the campers try to throw their newspapers into the grid of another team, while simultaneously preventing newspaper being added to their square. When the facilitator ends play, the team with the least newspaper in their square wins.

Find more games at the Ultimate Camp Resource at http://www.ultimatecampresource.com/.

Appendix G Teambuilding Activities

Team building games are a fun way to teach important life lessons and to contribute to the bonding process at camp. Included is a small selection of games. They are presented in order of increasing difficulty and comfort levels. It is important to present teambuilding games so that activities are progressively more challenging. Similarly, the group should not move on to difficult tasks until it can successfully complete basic challenges.

Supplies

It is not necessary to buy a kit to successfully facilitate teambuilding games. Create your own kit by gathering some of the supplies below. Most materials can be found at hardware and large multipurpose retail stores.

- Crate or bucket for storage
- Rope in various lengths and sizes
- Duct tape (for taping off boundaries on the floor)
- Soft foam pool noodles (cut into smaller pieces)
- Variety of balls in different sizes and materials (including tennis balls)
- Small toys, tokens, or stuffed animals
- Bag (for storing smaller items)
- PVC pipe (cut into varying lengths and cut in half length-ways)
- Blankets or pieces of fabric
- Small square pieces of carpet or heavy duty fabric
- Large tin can (check for jagged edges)
- Hula Hoops
- Small plastic cones

Additional Resources

Additional teambuilding games can be found at the Ultimate Camp Resource website (http://www.ultimatecampresource.com/site/camp-activities/team-building-activities.html) and at CommonAction (http://freechild.org/gamesguide.htm).

Training Wheels kits (http://www.training-wheels.com/) contain the materials and instructions for a variety of activities.

Quicksilver books (http://www.teambuildingusa.com/team-building-idea.asp) provide comprehensive teambuilding activities and sessions.

50 Yard Scream

Supplies: none

In this warm up exercise, line up campers on one side of a field or grassy area. On the count of three, campers run in a straight line while yelling. Campers run and yell for as long as possible and stop running and stand still when they can no longer yell. The object is to see who can run the farthest while yelling.

Hula Hoop Pass

Supplies: 1 or 2 Hula Hoops or pieces of rope tied into circles (about the size of a hula hoop)

The object of this activity is to pass a hula hoop around the group. Ask the group to form a circle, hold hands, and step back so that campers are standing at an arm's length distance (while still holding hands). Ask two participants to let go so that the hula hoop can be placed "on" the circle created by the linked arms. The participants are to pass the hula hoop around the circle by stepping through and transferring it from person to person without letting go of hands.

The activity can be made more difficult by using two hula hoops (or a hula hoop and a rope loop) and passing the hoops in opposite directions in the circle or by asking participants to close their eyes during the activity.

Helium Stick

Supplies: Stick

The object of the game is to lower a stick to the ground better than ANYONE in the world.

Have the group of 8-12 divide into two lines and face each other. The only rules are that everyone's index fingers MUST remain in contact with the stick at all times, and the stick must rest on top of camper's fingers at all times (no grabbing, finger curling, etc.)

Have the group extend their index fingers at waist level. Lay the stick across the group's fingers. At that time, the group must work together to lower the stick to the ground. Inevitably, the stick rises almost instantly - causing laughter, frustration, or confusion. The rise is caused by the small ripples of upward pressure as individuals each try to remain in contact with the stick. After refocusing, the group will be able to lower the stick.

Pass the Can

Supplies: Large empty tin can, water (optional)

Another warm up exercise, Pass the Can is a versatile team building exercise that can be varied in many ways to decrease or increase the difficulty level.

Ask campers to form a circle and sit on the floor or ground. Explain to them that the object of the activity is to pass the can around the circle from person to person without letting the can touch the ground – or they have to start over. Put the can in the middle of the circle and tell the group to begin.

Typically, one person in the circle will pick up the can with their hands and begin to pass it around the circle. The group successfully passes the can all around the circle.

Now the activity gets progressively harder. Return the can to the middle of the circle. The rules of the game are the same (must pass from person to person without dropping the can), but now participants cannot use their hands. The group must figure out how to successfully pass the can around the circle without using their hands.

The activity continues and each time the group is not allowed to use another body part to pass the can. Gradually eliminate the use of elbows, arms, chin, feet, and knees so that the challenge is progressively harder. Continue the activity until the group successfully completes all challenges and works together as a team.

The difficulty of this activity can be increased by adding a small amount of water to the bottom of the can. The group cannot let the can touch the ground or have any water spill out of it.

Human Knot

Supplies: none

This activity works best with a group of 8 to 14 campers. Have campers stand shoulder to shoulder and form a circle. Each person takes their right hand and reaches across the circle and grabs hands with someone else (anyone but the two people standing on either side). Next everyone takes their left hand and reaches across the circle to join hands with a *different* person. The object of the activity is to untangle the circle without releasing hands.

The activity can be made more difficult by not allowing participants to speak while untangling the knot.

Birthday Log

Supplies: Low wall, log, or bench (should be sturdy and safe to stand on) or a straight line taped to the floor

If a low log or wall (1 to 2 feet off the ground) that is sturdy enough for campers to stand on is to be used, review safety procedures with campers. Instruct campers to carefully step onto the log. Designate one end of the log as January and the other as December. Without talking or falling off the log, campers are to arrange themselves in the order of their birthday month and day by carefully changing positions. When the campers believe that they have successfully lined up in order from January to December, go down the line and ask each camper to tell their day and month of birth. If using a log or wall for this activity, make sure to monitor for safety and other risks.

Group Sit

Supplies: none

Group sit is an activity that requires a group to feel comfortable in close contact with one another. If working with a large group (more than twenty participants), break campers into smaller groups. Ask campers to form a tight circle. Each individual should be facing in the same direction (so that campers are facing the back of another person) and have his/her hands on the shoulders of the person in front of them. On the count of three, each person slowly sits on the lap of the person behind them so that the entire circle is sitting down. This is repeated until the group is successfully sitting without falling. Once the group has been seated, ask each person to take five steps forward. Repeat until successful.

The difficulty can be increased by including more people in the circle or by asking the group to take more steps.

Fanny Scoot Race

Supplies: Tape

At one end of a room, tape-off a "finish line" across the floor. Divide the group equally into two or more teams (teams should have no fewer than five people – the more people on a team the more challenging the activity is). Have each team move to the opposite end of the room from the "finish" line and form a straight line facing the "finish" line. Campers then sit on the floor and link up by wrapping their legs around and placing their feet in the lap of the person in front of them. On "Go!" campers work together to scoot their team to the other side of the room. The first team to get their entire group across the finish line wins.

Skin the Snake

Supplies: none

Campers form a straight line facing forward. Instruct campers to bend forward and place their right hand between their legs. Campers then take their left hand, reach forward, and grab the right hand of the person in front of them (the hand that is between their legs). The group has now formed a "snake" and they must "skin" it by the person at the end of the line sitting or laying on the floor and the line moving backwards over them. Campers sit or lay on the ground as they become the last person in the line. It continues until the entire line has been "skinned."

To make the activity more challenging, require campers to work backwards to the original line or to break campers into groups to race.

To see this game being played, visit http://www.youtube.com/watch?v=uC_QBPchKJo.

Pipeline

Supplies: PVC pipe cut in half in various sizes and lengths (usually need 1 piece per person in the group), 3 or 4 tennis balls, bucket or crate, 3 or 4 plastic cones, 1 or 2 small stuffed animals.

This game is best played using teams of 8-10 people.

In this game, the team must transport a tennis ball from a starting point to a bucket using only pieces of PVC pipe. The course is laid out with the starting point a moderate distance away from the bucket. Once the team has aligned their pipes, the tennis ball is dropped into the first pipe and rolls down the line. Campers must move from the beginning to the end of the line as the tennis ball rolls through their pipe. This continues until the ball successfully reaches the bucket. If the ball falls on the ground, the group must return to start and begin again.

The difficulty of this game can be increased by lengthening the distance required to cross, using two or more tennis balls at the same time, requiring teams to travel to strategically placed cones before continuing on to finish, or by requiring teams to "rescue" stuffed animals along the way to the finish.

Islands/Helicopter Pads/Lily Pads

Supplies: 8-10 square pieces of carpet or fabric, rope or tape

This game goes by several names and is often changed due to the framing that is used for the activity. The story can be that campers must cross a deadly sea of sharks by hopping from one island to another, that they must escape from a burning building by jumping from the top of one building to another on helicopter pads, or that they must cross an alligator infested river by jumping from one lily pad to the other.

Designate the "water" to be crossed using the ropes or tape. The distance should be large enough to be challenging, but not so large as to frustrate youth.

Give the group the carpet squares (these are the lily pads, islands, etc.). Explain that all members of the group must cross the river but can only step on the lily pads. If a team member steps in the water, they are immediately eaten by hungry alligators and the entire team must start over. Additionally, once a lily pad is place in the river someone must have his/her foot on it at all times or it gets washed away by the current or eaten by the hungry alligators. Finally, once lily pads are placed in the water they grow roots and cannot be moved.

The facilitator watches for campers stepping in the river, as well as for lily pads that are left unattended and get swept away. The game can be altered by having the facilitator place lily pads as the group crosses the river.

Magic Carpet Ride

Supplies: 8'x8' piece of tarp or paper (or other large piece of cloth or plastic)

Ask the group to stand "magic carpet" (tarp or paper). The entire group must be on the tarp completely. Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go. Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it. Campers are not allowed to touch the ground while flipping the carpet over – this causes them to "fall" to the ground and the magic carpet must land and everyone has to start over. Make the challenge more difficult by asking some campers to close their eyes or not to speak.

Magic Shoes

Supplies: Small token (ball, cloth, stuffed animal, toy etc.), two pieces of rope or tape to designate start and finish.

This game is one that easy to utilize framing. Campers can imagine they are required to cross a hot bed of lava, a raging river full of alligators, a deep canyon or whatever else your imagination creates!

Using either rope (if outside) or tape (if inside) designate the area to be crossed (should be around 8-10 feet). The area designated by the rope/tape is the lava/river/canyon that must be crossed by all members of the group.

If your group is large (over 12 people) break the groups into smaller teams. If your groups are working well together and advanced, you can require the teams to race. If not, simply require each team to make it across without racing.

The object of the activity is to get all individuals across the river. However, campers may only cross the river if they are wearing the Magic Shoes. If they are not wearing the Magic Shoes and step into the river, they will be eaten by alligators (or burned by lava, etc.).

However, the Magic Shoes have a catch.

1. They may only be worn by **one** person at a time.
2. They can only be worn **once** by each person.
3. A person can only cross in **one direction** wearing the shoes (for example you cannot walk halfway across the river and turn around).
4. They cannot be thrown across the river. The only way to get them from one side to another is from person to person.
5. If someone not wearing the shoes touches the river, the entire group must return and start over.

The facilitator can use a small token or toy for campers to hold to signify the Magic Shoes (best if working with younger youth). Or, require that campers tap feet to move the Magic Shoes from person to person.

After explaining the rules the facilitator gives the Magic Shoes to one person in the group, either by handing the person the token, or by tapping feet with the individual. The group must now determine how to get all members across the river.

The facilitator should not give any more information other than the rules to the campers. Campers may immediately try a method and fail, or come up with a plan to try. Let the campers use trial and error to come up with the solution. If you see that the group is struggling, getting frustrated or losing interest, guide them without giving away the solution.

The most common solution to this activity is to have the first individual carry two people across (having someone ride piggy back and carrying someone in the front). One of the individuals that were carried then walks back across, is picked up, and is then carried across by another person. This continues until all individuals have successfully crossed the river.

All Aboard

Supplies: Small (1 foot by 1 foot, or 2 foot by 2 foot) piece of cloth, wood, or hoop

The object of this activity is for all members of a group to stand on a piece of wood or cloth and successfully sing a song without falling and touching the ground. To successfully execute this activity, the cloth or wood that you use should be small enough so that each individual in the group cannot get a whole foot on the board (so the size of your group will dictate the size of wood needed).

Group members will have to help one another by holding hands, arms, etc. in order to balance everyone on the board long enough to successfully sing a song without falling down.

Over the Rope

Supplies: Rope (about 10-12 feet in length)

This game is risky and should only be attempted with older youth. Spotters are a crucial component to this activity.

This is another activity in which framing is useful. Pretend that the rope is electric, on fire, or otherwise dangerous to touch.

The object of this activity is to get all members of the group from one side of the rope to the other without touching the rope.

Two volunteers hold the rope evenly, about chest high. Although all members of the group should be spotting during the activity, assign two individuals to spot for the first individuals that cross over the rope. The group is assembled on one side and must work together to get all members over the rope. This is accomplished by lifting members over and assisting one another as a team. The facilitator is to constantly monitor for safety and to guide members in completing the challenge.

Diversity Exercise

Supplies: none

This is an activity to promote and explore diversity in groups. It should only be conducted with groups that are mature and that have begun to build close ties. Although the exercise can be conducted with campers of any age, the example questions provided are intended for older teens. Add, remove, and alter questions as necessary to meet the appropriate level of maturity or challenge for your group.

Facilitator's Script:

The purpose of this exercise is to make you aware that in a group as small as 10 people or as large as 200, we each have no clue about the extent of diversity that can be found around us each and every day. From differences physically, spiritually, or emotionally to diversity in our backgrounds, families, lives, or educations, one thing that we must understand and keep in mind with each other is that we never know the life experiences of the people around us when we interact with them. We will use this exercise to draw out differences, diversity, and challenges that you may not even realize the people around you have experienced or will experience.

Directions: When a topic or item is called, follow the instructions as they pertain to you. For example – if you prefer Diet Coke to Coke, stand up. When the moderator begins to call the next item, have a seat and then stand again if the next item pertains to you. There are a few things to keep in mind while we are doing this:

1) Keep in mind that while some of these questions are fun and enlightening, some will be very personal. However, all of the questions are meant to make us aware of the things that are unseen in the people we interact with on a day-to-day basis. From making snide remarks to using derogatory terms around people we think may be harmless, we really have no idea what they have truly experienced in their lives.

2) With each response today, we must agree that there will be utmost confidentiality. We hope that you will complete this exercise with a complete willingness to learn while remaining honest, respectful, and open-minded. Is that agreed?

3) The first thing to keep in mind is these questions relate to each individual's experience as he or she sees it, so please use your own judgment on how a statement pertains to you when responding to it.

4) In addition, let people's stance be their voice. We may all admit to things by simply standing that we are not actually confident talking about, so simply observe and please do not assume that someone will be willing to discuss an issue which they admit to.

5) Keep in mind that just because people are standing to admit and show the diversity of experiences and backgrounds in the room, it does not necessarily mean that they are proud of the experience. In fact, we should applaud each other for being open and honest with one another.

6) MOST IMPORTANTLY, if you feel that a question is too personal or you do not feel comfortable admitting to it, feel free not to answer the question. We do not and will not tolerate any pressure to answer a question you are uncomfortable answering. This is Challenge by Choice!

Topics:

Loosening up

- If you have brown hair, stand up.
- If you have green eyes, stand up.
- Who was not born in the United States?
- Who is a first generation American?
- How many of you have lived in 4 or more states in your lifetime?
- Who is left handed in today's group?
- Who has lived outside of their home country for more than one year?
- Who has been to five or more countries?
- Ten?
- Fifteen
- More than fifteen?

Family situations

- How many of you grew up in a family as an only child?
- Who in here has 3 or more siblings, meaning your parents have 4 children.
- Does anyone have a twin?
- Who has parents that have never been divorced?
- Who has family members or siblings that have special needs?
- Does anyone come from a "blended family" meaning you have stepbrothers, stepsisters, or stepparents?
- How many of you feel that you come from a family that provided you or gave you more than enough resources growing up?
- How many of you feel that you come from a family that provided or had just enough resources growing up?
- How many of you feel that you come from a family that provided or had too few resources when growing up?
- How many people have lost a member of their immediate family?

Childhood Memories and Experiences growing up

- How many of you lived the majority of your childhood (ages 0-12) outside the (particular region the camp is located – Midwest, Southeast, Northwest, etc.) United States?
- Who attended more than 3 schools between grades 1 and 5?
- Who has ever felt like a complete and utter failure on the recess field?
- What about feeling like a champ on the recess field?
- Who in the group has ever been called 4-eyes?
- Who has ever called someone 4-eyes?
- Who has worn braces?
- Who grew up with their name mispronounced often?
- Who has grown up learning more than one language?
- Who feels like they are completely different from their parents--in values, attitudes, and/or beliefs?
- Who has ever experienced discrimination based on your race?
- Who in this room felt like they have had a rewarding high school experience?
- Who wishes that they could have either gone to a different high school or feels like high school was an overall negative experience?
- Who has ever felt unfairly judged by a teacher? What about by a friend?
- How many of you have been involved with things you wish you hadn't?

- Who played a sport in high school or college?
- Who attended a predominately white high school?
- Who attended an equally racially diverse high school?
- Who attended a predominately black high school?
- Who believes this saying: Sticks and Stones may break my bones but words will never hurt me?
- Who believes hurtful words are worse than physical pain?

Other Questions

- Who has eaten frog legs?
- Who has been a vegetarian or is currently a vegetarian?
- What about a vegan?
- Ridden a horse?
- Climbed a mountain?
- Been without a shower for two weeks?
- Who prefers television to reading?
- Who prefers the radio to the television?
- Who still watches cartoons?
- Ok, now who was too embarrassed to admit they watch cartoons?
- How many of you prefer being outside rather than inside?
- Who has fallen out of a tree
- Touched a cow
- Broken three or more bones in their body?

Moderator Wrap-up:

1) Let's applaud each other for being open and honest with one another.
2) Do we all agree that the information revealed today will not be discussed within the context of using specific names or events?
3) Take a few comments from the audience on these topics and add personal comments as they respond:
    a. What was most striking to you about what you have witnessed?
    b. Why do you feel an exercise such as this is beneficial?
    c. What did you learn today about diversity that perhaps you never realized in the past?
    d. How do you feel like a realization such as you had today will affect your interaction with other people in the future?
    e. Has this experience been positive or negative for you to witness?
4) Close with this thought – look around the room – If you experienced this much diversity in a group of 40 or 200, how much do you feel like you could encounter in a group of 1,000 or more?

Teambuilding games are a compilation of the author's own experience and from the website www.ultimatecampresource.com.

Appendix H **Skits**

Skits are an excellent camp activity because they entertain campers, while allowing for all to participate. Most of the following skits are for use with larger groups of campers (10 – 30 youth), while others can be performed by staff members during talent shows or in-between camp activities.

Skits, like songs, can take a bit of patience and practice for campers to master. When teaching campers, explain the entire skit before trying to assign parts or teach lines. Ensure that all campers are included and have a "part" in performing the skit. Most importantly, be enthusiastic! Campers may be apprehensive about performing in front of a large group, but if leaders are energetic and positive they will soon forget their fears and join in the fun.

The following skits are a compilation of the author's own experience and from the website www.ultimatecampresource.com.

JC Penney

To see an example of this skit go to http://www.youtube.com/watch?v=J2of5FkrmUY.

Characters: Camper 1, Groups of 2 to 4 Campers, JC Penny (best if a male camper)

Prior to the skit, the camper that plays JC Penny (if male) should take off his shirt and wrap a towel around his waist so that his shorts cannot be seen. Group campers so that they are wearing similar items (i.e. hats, jewelry, similar shirts, same type of shoes, etc.).

Camper 1 is standing on stage alone. Groups of campers approach him/her and talk briefly before walking away. Use variations of the following dialogue for the skit.

(As a group approaches Camper 1)

Camper 1: *"Hey! I really like your shirt. Where did you get it?"*

Group of campers: *"From JC Penny of course!"*

This continues on as each group approaches, except Camper 1 asks about the various items each group has – pants, hats, jewelry, shoes, etc.

Finally, the camper playing JC Penny (who appears to only be wearing a towel wrapped around his waist) runs onto stage.

Camper 1: *"Hey! Who are you? Where are your clothes?"*

JC Penny: *"I'm JC Penny! And my clothes have been stolen!"*

Centipede

Characters: The Announcer, Centa (all other campers), and a Volunteer (picked ahead of time)

Campers come out in a straight line with their hands on the shoulders of the person in front of them. Each person's head is bowed and the line is covered with blankets and sheets so that you can only see camper's legs and feet. This is the Amazing Centa. The camper at the beginning of the line has their head uncovered and is the head of the Centa.

The Announcer is the owner of the Centa and gives the Centa commands which it follows.

Announcer: "*Come one come all to see the Amazing Centa! I have trained this never-before-seen creature to do incredible tricks! See for yourself!*"

"*Yes, that's right the Centa is very smart! Just watch*! Centa! Count to five!"

The campers that make up the Centa each pick up their left foot and stomp in unison five times.

Announcer: "*Amazing! The Centa is truly an magical creature! Now Centa! Do the wave!*"

The Centa campers stand and squat (starting from the front) to do the wave.

Announcer: "*Incredible! Now the amazing Centa will hop! One, two, three, hop!*"

The Centa campers hop up on the count of three.

Announcer: "*Unbelievable! Now for my final trick I need a volunteer from the audience.*" The announcer looks around the room and picks out the pre-chosen Volunteer.

Announcer: "*Fantastic! Thank you for volunteering! For its last trick, the Amazing Centa will walk over a human being! Please do not be scared! Lie down on the floor. Okay Centa, walk over our volunteer!*"

Still holding on to the shoulders of the person in front of them, the Centa campers carefully walk forward to slowly step over the volunteer one at a time. The last camper of the Centa is holding a glass or bucket of water hidden under the blanket. Before stepping over the Volunteer, the last Centa camper dumps the water onto the stomach of the volunteer. The Volunteer jumps up so that everyone can see that he/she is wet.

Announcer: "*Oh no! The Centa peed!*"

Passing Gas

Before the skit, find a large piece of poster board and write the word "GAS" on it in big block letters. Keep the poster board turned so that the audience does not see what is written on it.

Campers stand on stage facing the audience in a line shoulder to shoulder. A camper at one end is holding the poster board so that the blank side is turned to the audience. Laughing and giggling, the campers pass the poster board from one end to the other. When it gets to the last camper at the other end of the line a counselor asks, "*Hey! What is so funny? What are you doing?*" The last camper turns the sign around so that GAS is facing the audience and the group replies, "*We're passing gas!*"

Candy Store

Prior to the skit, find a broomstick or other long item to use. For an example of this skit see http://www.youtube.com/watch?v=-4IlRrGmhLQ.

Characters: Candy store clerk, groups of campers

The skit begins with one person standing on stage holding the broomstick. He/she explains that two volunteers are needed for the skit and chooses two individuals from the audience. He/she explains that they will be the counter of the candy shop and instructs them to hold the broomstick at waist height between them.

The candy store clerk comes and stands behind the counter created by the broomstick. Groups of campers come in the store and ask the clerk for different types of candy. Each time a camper asks for a type of candy, the clerk shakes his/her head and says, "*Sorry, we don't have that here.*"

When the last group asks the clerk if they have a particular type of candy and the clerk says, "*Sorry, we don't have any of that*," someone in the group asks, "*Well what kind of candy do you have then*?" The clerk replies, "*Well we have two suckers on a stick*!" and gestures to the volunteers holding the ends of the broomstick.

The Box

Before the skit, find a cardboard box. Wet a rag with water and stick it in the corner of the box so that the corner of the box is obviously wet and (if possible) dripping. If available find a small stuffed animal dog and put in the box as well.

A camper is standing on stage. Another camper walks up to him/her holding the box with the wet corner showing.

Camper 1: *"Hey! Can you do me a favor? Will you hold this box for a second?"*

Camper 2: *"Sure, no problem!"*

Camper 1 hands Camper 2 the box and walks off stage.

Camper 2 stands on stage holding the box while different groups of campers approach him/her. Each group has similar dialogue.

Group: *"Hey! What are you doing?"*

Camper 2: *"Nothing, just holding this box."*

Group: *"What's that?"* Pointing to the wet corner, each person pretends to touch it and taste. *"Yum! Tastes like _____"* Fill in the blank with good tasting food (i.e. ice cream, lollipops, etc. After tasting the group leaves the stage. This continues until all the campers have come on stage and spoken.

After the last group, the first camper returns.

Camper 1: *"Hey! Thanks for holding my puppy!"* He/she then opens the box and pulls out the toy dog.

Royal Papers

Characters: The King/Queen, The King's Men (or the Queen's Men), Rest of the Campers

Before the skit, collect an odd assortment of different kinds of paper (colored paper, notebook paper, newspaper, tissue paper, poster board, etc.) and a roll of toilet paper.

The King/Queen is sitting in a chair on stage with one of the King/Queen's Men standing on each side. The King/Queen is very upset and agitated.

King/Queen: "*I need my royal papers!*"

The rest of the campers assemble into groups and enter the stage one at a time. After the King/Queen calls for the royal papers a group walks onto the stage and offers them the different types of papers (colored, notebook, newspaper, tissue, etc.). Each time the King/Queen is offered the papers he/she cries, "*No, no! That is not it! I want the ROYAL papers!*"

This continues until the last group enters the stage and offers the King/Queen the roll of toilet paper. The King/Queen cries, "*Finally the royal papers!*," grabs the roll of toilet paper and runs off stage.

Squirrels

This skit can take place all at once, or be drawn out throughout a talent show.

A group of campers runs around the room yelling and screaming, as if they are being chased. This goes on until someone asks, "What's wrong?!?" The group replies, "They're chasing us! They're chasing us!" The person replies, "Who is chasing you?" The group responds, "The squirrels! They think we're nuts!"

Movie Director

This skit works best with fewer campers. To see an example of it, go to http://www.youtube.com/watch?v=arEPzPe1Y-U&feature=related.

Characters: Movie Director, Cameraman, Film Assistant Chef, Taster, Doctors/Ambulance (2 or 3 campers)

In this skit, actors are filming a movie and keep messing up.

Movie Director: "*Alright! Let's do a good job and get this movie made in one shot. Okay, is everyone ready?*" Others nod in agreement. "*Let's start!*"

Film Assistant: "*Camp movie. Take one!*"

Movie director stands to the side of the stage while the cameraman kneels on the ground holding an imaginary camera. The chef is left standing in the middle of the stage pretending to stir a large pot. The taster walks on stage and greets the chef.

Chef: "*Hello! Would you like to taste my world famous soup? It is delicious!*" He/she holds up an imaginary spoon.

Taster: "*Yes! I would love to taste your soup!*" He/she pretends to taste the soup the chef offers. "*Wow, that tastes really good!*" The taster then grabs his/her throat pretending to choke and falls on the ground.

Chef: "*Oh no! Doctor, doctor! I need help! He/she is dying!*" The doctors/ambulance runs up (can make a siren sound).

Doctors: "*We must do CPR!*" The doctors pretend to give CPR while the chef looks worried. "*Well, we did our best but we lost him/her.*" Everyone looks sad.

Movie Director: "*Cut, cut! That was awful, just awful! I can't believe how terrible you are! Let's do it again except this time you need to go a little faster!*"

The movie scene is repeated exactly the same, except this time the campers say and act everything out extremely fast. Once again the director is upset. The campers can repeat the movie scene several times and change the "movie" each time – go slower, silent film, dramatic film, comedy, horror, etc.

After the last take of the movie, the movie director is finally happy.

Movie Director: "*Finally! That was wonderful! Perfect! We are sure to win an Emmy!*" Turning to the cameraman he/she says, "*Did you get that all on tape?*"

The cameraman pretends to open the camera and says, "*Whoops! I forgot to put in the film!*" The movie director and actors then chase the cameraman off stage.

Movie Theatre

To see a version of this skit, check out http://www.youtube.com/watch?v=XgxApIloEQo&feature=related.

Characters: Girl and Boy Camper, Movie Goers

Set up a row of chairs (or two rows depending on the number of campers that are movie goers). Campers should be sitting in every chair, except one chair on either end of the row. The boy (holding a cup and a bucket or bag of popcorn) and girl camper enter the stage and look for a place to sit. They want to sit next to each other, but the only empty seats are on opposite ends of the row. Shrugging, they sit down in the empty seats. The girl sits down in the chair next to another boy. The rest of the campers pretend to be watching a movie (horror, comedy, etc.).

The boy camper taps the shoulder of the person next to him and asks them to ask his girlfriend if she wants some of the drink. The message is passed from person to person until it reaches the girl. She says "yes" and her message is passed from person to person until it gets back to her boyfriend. The boyfriend then passes the cup to the person next to him who pretends to take a sip. The cup is passed from person to person with each person pretends to take a sip. When the cup reaches the girlfriend it is empty and she is mad. Repeat the same process with the popcorn (using real popcorn is fun and adds to the skit as it is spilled and eaten along the way). The girlfriend now pretends to be really mad.

Finally, the boyfriend asks the person next to him to ask his girlfriend to marry him. The message gets passed from person to person until it gets to the boy sitting next to the girlfriend. The boy asks the girlfriend to marry him and she says yes, hugs him, and the two walk off stage. The boyfriend at the other end of the row is upset.

News Reporter

To see an example of this skit, visit http://www.youtube.com/watch?v=12v2zMKpjoE.

Characters: Reporter and other campers

The reporter stands on the edge of the stage (can also be done without a stage) and swings his/her arms back and forth.

Reporter: "*One, Two…*"

Camper 1: "*Wait, wait, wait! What are you doing?*"

Reporter: "*Well, I'm a reporter but I don't have a story. So I'm going to jump off this cliff.*"

Camper 1: "*Well, I'm a chef and I'm a terrible cook. So can I jump with you?*"

Reporter: "*Sure!*"

All together: "*One, two…*"

Camper 2: "*Wait, stop! What are you doing?*"

Reporter: "*Well, I'm a reporter but I don't have a story.*"

Camper 1: "*And I'm a chef and I can't cook. So we are going to jump off the cliff.*"

Camper 2: "*Well, I'm a singer and I lost my voice. Can I jump with you?*"

Reporter: "*Of course!*"

This continues and each camper comes up to the group with a reason to jump. When the final camper joins the group, everyone says, "One, two, three!" and pretends to jump off the cliff (or actually jumps off the stage) except for the reporter who does not jump.

Smiling he/she says, "*Ten (number of campers) people jump off a cliff. Now that's a story!*"

Choir Director

Parts: Choir Director, smallest choir member, choir (rest of campers)

Campers stand in a group, with a choir director standing in front (the choir director is usually the tallest of the campers). The choir director tells the group that the choir has been practicing and will astound the audience with their beautiful voices.

The choir director leads the choir in song. The choir members sing – but are awful! They can all sing the same song (terribly) or sing different songs. This makes the choir director mad.

"You are terrible! That's it. You, you, and you (pointing to several members of the choir) come with me." The choir director leads several members of the group out of the room (or out of view). Hidden, the campers yell, scream and make noise as if the choir director is punishing them for their awful singing.

The choir director returns wiping his/her hands saying, "Well that's done" or "I guess I showed them." Standing in front of the remaining of the choir, he/she tries again to direct. This time the choir is worse. Once again the director gets mad, takes a few of the members away, "punishes" them, and returns wiping his/her hands.

This continues until only one person is left (usually the smallest camper in the group). The director tells the camper that they have the best voice in the group and that they better do well. The camper sings, and as before is awful. The director takes the last camper to the back, screaming and banging is heard, and the small camper returns dusting of his/her hands saying, "Well I guess I took care of that!"

Cleaning Ears

Campers stand shoulder to shoulder in a straight line facing the audience. The camper at one end holds a clear glass that has water in it. The camper at the other end of the line holds an empty clear glass.

One person tells the audience, "We want to show you how we clean our ears at camp!"

The person holding the glass of water takes a gulp and swishes it in their mouth, then pretends to squirt the water from their mouth into the ear of the next person. The next person in line pretends to swish water in their mouth and clean their ears, and then squirt the water into the ear of the next person. This continues down the line until the last person that is holding the empty clear glass. Before coming on stage the last person has taken a drink of brown-colored soda (or tea) and has been holding it in their mouth throughout the entire skit. When it is their turn, they swish it around in their mouth and then spit the liquid into the cup where it appears to be the dirty water from the ear cleaning. Sure to get a lot of "Eeewws" from the audience!

Doctor's Office

Parts: Hypochondriac Camper, Nurse, Sick People (rest of campers)

Two chairs are sitting on stage. This is the doctor's office. A male camper is sitting in one of them, holding his/her stomach in pain. A second camper comes in pretending to sneeze and sits down next to the first camper.

First camper: "What's wrong with you?"

Second camper: "I can't stop sneezing!"

Nurse: "The doctor will see you now."

The second camper gets up and exits the stage to see the doctor. After the second camper leaves, the first camper is now sneezing, holding his stomach in pain.

The skit continues with additional campers coming to sit by the first camper one by one. Each person has a different ailment – can't stop itching, can't stop twitching, can't stop shivering, etc. When the nurse calls each one to see the doctor, the first camper has picked up the symptoms and copies the motions of each until he is sneezing, scratching, twitching, etc. all at once.

Finally, a camper with a basketball (or other ball) under their shirt comes and sits down next to the first camper. The first camper turns to them, screams, and runs out of the room.

Ugliest Person in the World

Characters: Ugliest person in the world, Announcer, blanket holders, groups of campers, pre-determined volunteer

Two campers are holding a blanket or sheet up in front of the Ugliest Person in the World who is sitting in a chair hidden from the audience. The announcer is standing in front of the blanket and trying to get people to pay a dollar to see his side show *The Ugliest Person in the World.*

Announcer: "Come one, come all! Come see the ugliest person in the world! Just one dollar! That's right just one dollar to see the ugliest person in the world!"

Campers walk up to the announcer in groups, pretend to pay a dollar, and peek behind the sheet. After looking behind the sheet, campers gasp, scream, faint, or other actions in response to seeing the ugliest person in the world. In between groups of campers, the announcer continues to call for people to come see the ugliest person in the world.

After the final group of campers has peeked behind the sheet, the announcer looks into the audience and motions to the Volunteer.

Announcer: "You sir/madam! Would you like to see the ugliest person in the world? That's right! Step up here and take a look!"

The volunteer steps on stage and takes a look behind the sheet. The Ugliest Person in the World stands up and runs away from the volunteer pretending to scream in fear.

Invisible Bench

To see an example of this skit, go to http://www.youtube.com/watch?v=CXbHzHH13DI.

A camper walks on stage and squats, as if sitting on a bench. Campers walk up (either individually or in small groups) and ask the first camper what he/she is doing.

Group of campers: "*Hey! What are you doing*?"

Camper 1: "*I'm sitting on the invisible bench. Want to join me*?"

Group of campers: "*Sure*!"

This continues until all but one camper is sitting on the "bench." The last camper walks up the group sitting on the "bench."

Last camper: "*Hey! What are you doing*?"

All the campers: "*We're sitting on the invisible bench*."

Last camper: "*No you're not! I moved the invisible bench over there this morning*!"

All campers squatting fall on the floor.

Is It Time?

Campers sit or stand in a straight line shoulder to shoulder with one leg crossed over the other. One person at the end of the line asks the person next to them, "Is it time yet?" The question is passed from person to person until it reaches the person at the other end of the line. The person looks at their watch and says, "Nope. Not yet." The message is passed from person to person until it reaches the first person. This is repeated several times. The final time the question, "Is it time yet?" is asked, the last person looks at their watch. He/she says to the person next to them, "Yes, it's time!" This message is then transferred down the line from person to person. On the count of three, all campers uncross their legs and cross the other leg.

Wee-Wee Skit

Parts: Bus driver, student that "has to go wee," students (rest of campers)

Arrange chairs so that they form a "bus" with a chair in front for the bus driver. Campers sit in the chairs and pretend they are on a bus while one camper sits in front and drives the bus. A camper in the back asks the campers in front of him to pass a message up to the bus driver. Messages are passed from person to person from the back of the bus to the front, and to the front of the bus back.

Camper in back: "I have to go wee!"

Bus driver: "Not yet."

Camper in back: "I have to go wee!"

Bus driver: "Not yet."

Camper in back: "I have to go wee!"

Bus driver: "Not yet."

Camper in back: "I have to go wee!"

Bus driver: "Not yet."

Camper in back: "I have to go wee!"

Bus driver: "Okay we're stopping. You can go wee."

Camper in back: Standing up jumps around singing "Wee, wee, wee!"

The Spitting Contest

Characters: Announcer, Spitting Contest Contestants, Spit Catcher, Sound Effects Person (optional)

Supplies: Large tin can filled with a small amount of water

This is a fun skit to incorporate costumes into, as each Spitting Contest Contestant can take on a different character or personality. The skit is also effective if costumes are not used.

The Announcer welcomes everyone to the Spitting Contest and introduces each contestant. He/she explains that the object of the contest is to be the person that can spit the furthest. The Spit Catcher stands in the audience or back of the room holding the tin can (which is filled with a small amount of water unbeknownst to the audience) to receive each person's attempt.

The contest begins with each contestant pretending to spit and the Catcher pretending to catch the spit in the can (sound effects can be provided to add to the skit). When the spit is "caught" the Catcher gently thumps the bottom of the can. To add humor the Catcher can run around the room, front to back, and side to side to catch the spit. When the final contestant "spits," the Catcher frantically runs around the room trying to catch the final entry and "accidentally" spills the can of "spit" which pelts the audience with the water.

Furniture Skit

Characters: Home Owner, volunteers

Supplies: Bottle of water

In this skit, the Home Owner has just purchased his/her first house and needs furniture with which to decorate it. The Home Owner decides that the first item he/she needs is a couch. He/she asks for a volunteer to be a couch. When the volunteer comes up the Home Owner instructs them to form a couch with their body (by squatting, holding out arms, legs, etc.).

This continues as the Home Owner picks new furniture and volunteers to add to the house. Furniture can include a chair, bed, TV, window, door, etc. Each person that is a piece of furniture stands in a different way to represent their particular piece of furniture. Last is the table. The Home Owner asks for a volunteer to be the table. When the table volunteer comes up, the Home Owner instructs them to form a table by getting down on their hands and knees and having their back flat. Once the table is formed, the Home Owner stresses that it is important that the table is flat and level. To test the table, the Home Owner places an open water bottle on the back of the table volunteer and balances it.

The Home Owner then thanks everyone for volunteering and asks them to take their seats. As the open water bottle is still on the table, the volunteer cannot get up without spilling the water and gets wet in the process.

Chief Uga Bugga

Characters: Chief Uga Bugga, Assistants to Uga Bugga, Announcer, 3 or 4 Volunteers (determined beforehand)

Supplies: Bucket of water, sponge, towels, two chairs

For this skit it is fun to dress up Chief Uga Bugga in a funny costume, along with his assistants.

Chief Uga Bugga is a chief of a far away tribe that has come to camp to challenge people to play his game. The Announcer introduces Chief Uga Bugga and explains that he does not speak English, just his native language. Chief Uga Bugga wants to challenge members of the audience to his game to see if anyone can beat him.

The rules of the game are simple. Chief Uga Bugga makes a series of motions and gestures while saying or yelling, "Uga Bugga!" The challenger must copy the motions and manner of Uga Bugga while repeating, "Uga Bugga."

After contestants are chosen, they are led out of a room so they cannot see the competition. Contestants are led into the room one at a time. Uga Bugga is sitting in a chair facing the contestant's chair. The contestant sits down and the game begins. Uga Bugga demonstrates an action and the contestant copies it. During the game Uga Bugga should be both sitting in the chair and standing up. At one point while Uga Bugga and the contestant are standing up, the wet sponge is secretly slipped into the contestant's chair from behind by one of Uga Bugga's assistants. Uga Bugga then sits down, and the contestant copies, sitting on the wet sponge (to their surprise).

The game continues until all contestants have competed. For the last contestant, the sponge can be slipped into Uga Bugga's chair instead.

Appendix I **Campfire Activities**

Campfires are a staple of many traditional summer camping programs. For many youth, camp will be their first opportunity to learn and experience the outdoors. Campfires are a special outdoor program that youth and adults cherish alike.

Like any camping session, campfires should have an organized approach so as not to be a random collection of activities. The session should begin with activities that build to high energy, then gradually wind down and end with quiet reflection.

Following is an example of a campfire agenda:

- **Welcome and introduction**
- **High energy song**: King Kong Kitchie Kitchie Ki-mee-o
- **Activity**: Marshmallow roasting and S'more making
- **High energy story**: The Pickle Story
- **Low energy story**: Legends or Water Bucket Stories
- **Low energy song**: America (rounds song)
- **Activity**: Making Rain
- **Activity**: Monkey Dust
- **Reflection**: Vespers
- **Close**

Campfires can be a part of any camping program, even in day and specialty programs. If it is not possible to hold an actual campfire, simulate one indoors. Construct a mock "fire," turn off the lights, and have youth participate in activities as they would outdoors.

The Pickle Story

Supplies: None

This is a fun, interactive story that is enjoyed by all ages of campers. The audience participates by contributing sound effects/motions for each character. Facilitators can divide the campers into small groups that each have one part in the story, or allow the entire group to contribute for all characters. This is also a fun story for adults/volunteers/campers to act out while being read.

The facilitator begins by introducing each character and the sound/effect gesture that belongs to each. He or she explains that each time the below words are said, campers are to act out or say each part (Rock Eagle 4-H Center).

> KING – Form a crown with hands and place on head while mimicking a royal trumpet, "dun, dun, dun-nah-nah!"
> PRINCESS – Place hands on hips and say "Hubba, hubba!"
> GOOD KNIGHT – Make a thumbs-up gesture while crying "Yea!"
> BAD KNIGHT – Make a thumbs-down motion while crying "Boo!"
> DRAGON – Form claws and yell "ROAR!"
> PICKLE – Stick out tongue and blow making a "pftttt" sound

The story…

Once upon a time, a long time ago (all good fairy tales start out this way), there lived a KING in his KING-dom. This KING had a very beautiful daughter, the PRINCESS. Along with the KING and the PRINCESS, a GOOD KNIGHT lived in this KING-dom. And like in all good fairy tales, there was a BAD KNIGHT who lived in the KING-dom.

Up on a hill pas the BAD KNIGHT'S house and the GOOD KNIGHT'S house and past the castle where the KING and the PRINCESS lived was the home of the PICKLE. But just beyond the PICKLE'S house and right outside of the KING-dom was the home of the big, ugly, fire-breathing, garlic smelling DRAGON.

One day the PRINCESS asked the KING if she could go for a walk. The KING said the PRINCESS could if she didn't go too far. The PRINCESS left to go on her walk. She passed the GOOD KNIGHT'S house, the BAD KNIGHT'S house and the PICKLE'S house. Forgetting her promise to her father, the KING, she went so far she made it to where the ugly, fire-breathing, garlic smelling DRAGON lived. The DRAGON grabbed her and held her captive.

Meanwhile, back at the castle, the KING was worried. The KING sent out a search party to find his daughter, the beautiful PRINCESS. The KING promised that whoever found her could have her hand in marriage. The BAD KNIGHT, the GOOD KNIGHT, and the PICKLE went out to find her, for the each wanted the PRINCESS' hand in marriage.

The BAD KNIGHT, being such a BAD KNIGHT, went on the search unprepared. When the BAD KNIGHT reached the DRAGON'S cave, the BAD KNIGHT realized he had forgotten his sword. So the DRAGON killed the BAD KNIGHT.

The PICKLE made it to the cave and after a knockdown, drag-out fight, the DRAGON killed and ate the PICKLE.

The GOOD KNIGHT, being such a GOOD KNIGHT, brought his sword and killed the DRAGON, saved the PRINCESS, and won the PRINCESS' hand in marriage.

The moral of the story is that on a GOOD KNIGHT, you may feel like a KING and marry a PRINCESS. But on a BAD KNIGHT, you may meet up with a DRAGON and find yourself in a PICKLE. (Rock Eagle 4-H Center)

Making Rain

Supplies: None

Making Rain is an easy activity that involves all campers and effectively quiets the group, making it an ideal activity to end a campfire . This activity works best when campers are sitting in a circle around the campfire (but can also be adapted to larger groups in non-campfire setting).

For this activity to work the entire group must be silent. Instruct campers to remain quiet and to mimic the motions of the facilitator only when he or she passes by them. The facilitator stands in front of a group of camper, demonstrates each motion, and slowly walks around the circle. The campers begin to copy the gesture as the facilitator walks by and continue the motion until the facilitator walks past again demonstrating the next motion. The result is a wave or peel effect that creates the sounds of a storm passing.

Motions:

1. Rub thumb against first and second fingers
2. Snap fingers on both hands (this may be challenging for younger campers)
3. Rub hands together with palms open
4. Slap hands on lap
5. Stomp feet
6. Slap hands on lap
7. Rub hands together with palms open
8. Snap fingers
9. Rub thumb against first and second fingers

Monkey Dust

Supplies: Granulated sugar (enough to pour a small amount in each camper's hand) in a plastic bag (or other container that is not labeled "sugar")

Monkey Dust is a great activity to close a campfire and reflect on the day of camp. Explain to campers that Monkey Dust is a special dust that will help dreams to come true. Instruct campers to hold out there hands and pour a small amount of sugar in their palms. Allow campers to walk up to the campfire in small groups. Tell the campers to make a wish and then throw the Monkey Dust into the fire. The sugar causes the fire to flame up so make sure campers are not standing too close or that too much sugar is thrown in at once. Also, make sure the campers do not eat the sugar!

Depending on the age of campers, Monkey Dust can be altered so as to reflect upon what was learned that day rather than campers' wishes.

Water Bucket Stories

Supplies: 5 gallon bucket filled with clean water

Storytellers (5 or 6 individuals) line up next to the bucket of water. The first begins telling a story. The second person in line holds their breath and dunks their head in the water bucket as the first person begins their story. The second person holds his/her breath as long as possible and then removes their head from the bucket. At that time, the storyteller stops, repeats his/her last line, and the second person takes up the story. The process continues with the third person dunking his/her head into the bucket while the story is being told. This continues until no more storytellers remain.

Stories and Legends

Supplies: none

Stories and Legends are a staple of campfire activities. How scary or frightening the stories are should take into account the audience as well as the purpose of the program. There are many funny stories that can be told in place of traditional ghost stories. The websites Ultimate Camp Resource (www.ultimatecampresouce.com) and Boy Scout Trail (www.boyscouttrail.com/stories.asp) have a wide variety of campfire stories available for free.

Songs and skits

Supplies: none

See songs and skits from previous sections.

Vespers

Supplies: none

Vespers is an evening period of reflection that follows the day's activities. It is a quiet time in which staff and campers think about the day's activities, what they learned, and what they hope to accomplish during the remaining time at camp. Vespers include a variety of activities including playing thoughtful songs, reading inspirational stories or quotes, and asking participants to share their thoughts about the day.

Two other possible campfire activities are stargazing/astronomy and nighttime nature hikes.

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