

# Class Presented by:

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## Thursday:

### **Handcuffs (Source <http://www.ventureteambuilding.co.uk/infinite-loops-solution/>)**

Materials Needed: : 2 x single length short ropes with knots tied to each end of rope per pair

Pairs are connected using the infinite loops, their challenge is to become disconnected from their partner, without removing their hands from the loops or untying the knots. This will get people working closely together and you'll usually hear lots of laughter as people try to solve this fun and challenging puzzle.

Tie a loop at both ends of the length of rope. Ensure you have enough ropes for one per person and have a few spare (just in case the knots become loose during task). Note, that the loop needs to be just large enough for someone to stick their hand through.

1. Participants will be working in pairs during this challenge (if you have an odd number put them into a group of three). One participant places their wrists in the loops, the other then places one of their hands in one loop, takes the other end of the rope and intertwines once with the partner's rope before placing the other wrist in their loop. *You will want to physically show people how to do this to make the process easier for all.*
2. Once the partners are connected, the ropes must remain, at all times, on the wrists they started on. The objective is to get everyone free from their partner.

### Rules

- Your wrist loops must stay on your wrists throughout the entire activity.
- The shoestring may not be cut (in any manner).
- The knots must remain tied as they are and you cannot physically alter the ropes or knots or partners.
- If partners get tangled up it's allowable to take hands out of the wrist loops and start all over again.

Completing the challenge involves one person looping the middle of the rope and passing it through one of their partners handcuff or loop. Potentially when separating, the ropes will wrap twice around each

other – this happened because you sent the rope to the wrong wrist. Remember to practice and become a master of this challenge.

A variation of this challenge is to put the group together in one large circle (so participants arms are interlocked with those standing next to them). This makes the task more challenging and allows you to facilitate the task so everyone is involved and a greater team bond can be promoted.

This is a great activity for mobile delivery as it's so small and easy to pack away in a facilitation bag. The task can also be completed whilst sitting on the bus or even the train! Endless possibilities for engaging learners in all environments.

**Song:**

**I HAD AN AINT**

(echo song with additive motions)

I had an aint. Went to Japan.  
She brung to me, a great big fan.  
(start fan motion with one hand)

I had an aint. Went to Algiers.  
She brung to me, a pair of shears.  
(add scissor motion with other hand)

I had an aint. Went to Hong Kong.  
She brung to me, a game of ping pong.  
(move head right and left)

I had an aint. Went to the Fair.  
She brung to me, a rockin' chair.  
(rock forward and back at the waist)

I had an aint. Went to Hondur.  
She brung to me, some horse manure.  
(kick with one foot)

I had an aint. Went to the zoo.  
She brung to me, some nuts like you.  
(stop other motions, point at everyone)

**Song:**

**Alleluia (an active mixer with plenty of smiles - urge participants to be gentle)**

Chorus:

A la la la la la la le lu ia  
A la la la la la la le lu ia  
A la la la la la la le lu ia  
A la la la la la la le lu ia

Shake another hand, shake a hand next to ya,  
Shake another hand as you go along.

Shake another hand, shake a hand next to ya,  
Shake another hand and sing... sing this song

Chorus

Do actions for additional verses: (use according to the safety and comfort of the group)

Touch another nose

Touch an elbow

Nudge another knee

Tap another toe

Bump another rump

### **Raccoon Circle Games (Source:**

[http://www.teamworkandteampay.com/resources/new\\_rc\\_document\\_2011\\_final.pdf](http://www.teamworkandteampay.com/resources/new_rc_document_2011_final.pdf))

**W.A.M.F. (WRAPPED AROUND MY FINGER)**

W.A.M.F. stands for Wrapped Around My Finger, and pretty much explains this entire activity. Begin with an unknotted Raccoon Circle. One person in the group begins wrapping the webbing around their index finger, and while doing so, provides the group with some information about themselves (where they were born, family members, school experiences, childhood pets, dreams, goals, favorite foods, etc.) The goal is for this person to continue talking until the webbing is completely wrapped around their finger. When they reach the end, they allow the webbing to unwind and pass it along to the next person in the group. This particular activity provides a bit more time for folks to talk about themselves, and also provides a kinesthetic activity coupled with a verbal activity for exploring multiple intelligence opportunities and whole brain learning possibilities. There is also a popular theory that for folks that may be a bit shy about speaking to even a small group in public, the action of wrapping the webbing around their finger occupies that portion of the brain that controls nervousness. By wrapping and rapping at the same time, the speech center becomes less inhibited and the person talking is less stressed. It is also surprising what participants discuss during this wrapping and rapping session.

The 15-foot length of the Raccoon Circle allows more than a minutes worth of communication, which means you'll learn quite a bit more about a person than just their name and where they live.

### **TWICE AROUND THE BLOCK**

You'll need one knotted Raccoon Circle per group of about 5 or 6 people. The person nearest the knot lets go of the Raccoon Circle and begins introducing themselves to the group. The remaining members of the group are responsible for slowly moving the knot twice around the circle. When the knot reaches the person talking the second time, their turn is over. Group members actually control the time allotted to each person. If they are enjoying the story, they can elect to slow down the movement of the knot, or they can speed up to bring the introduction to a close more quickly. Groups often laugh as they speed up the movement of the knot, but then typically allow the person talking to respectfully finish their introduction. Fun for everyone, and especially for the group to feel in control of the length of time each person talks.

### **WHERE YA FROM, WHERE YA BEEN?**

Where Ya From? Where Ya Been? has become a great way for each person in the group to share 'their story.' One at a time, they create the outline of where they are from, or similarly someplace they have recently visited, and then tell stories about these important places in their lives. Where Ya From? Where Ya Been? gives each member of the group a chance to tell their story.

### **SHAPE UP!**

Using a knotted Raccoon Circle, with all member of the group holding on, form the following letters, numbers and shapes as quickly as possible. Three-dimensional shapes are also possible,

such as cubes, trees, pyramids, igloos, planes, and other basic 3-D shapes. For a campfire skit (or a performance art piece) let different groups with appropriate color Raccoon Circles create the different shapes or objects in the story (such as green trees, a yellow sun, people, animals and other objects of various colors). Or, combine forces to have several groups each make a portion of a larger object (such as the tracks, engine, wheels, smoke, coal car and caboose of a small train).

**GRAND PRIX RACING**

Now that you have turned the Raccoon Circle into a complete circle or loop using a water knot, you are ready for the ultimate in sport racing. This activity will boost the enthusiasm of your audience, and provide some moderate competition in the process. Begin by spreading several Raccoon Circles around the available space, in close proximity to each other. Ask participants to join one of the ‘racing teams,’ picking their favorite color in the process. This activity works best with approximately 5 to 7 participants per Raccoon Circle. Have participants hold the Raccoon Circle with both hands in front of them. “Ladies and Gentlemen! It is summertime, and that means one thing in this part of the world - Grand Prix Racing! Now I know that you are such die-hard race fans that just the thought of a race makes your heart beat faster. So this race comes in three parts. First, when I say that “we’re going to have a race”, your response is a primal grunt. Next I’ll say, “start your engines!” and I want to hear your best racecar sounds (audience practices making race car revving engine, shifting gears and braking sounds). Finally, with so many cars on the track today, it will be difficult to see just which group finishes their race first, so we’ll need a sign indicating when your group is finished. That sign is to raise your hands (and the Raccoon Circle) above your heads and yell “Yessssssssss!”” Logistically, Grand Prix involves having the group transfer the knot around the group as quickly as possible, using only their hands. This activity can even be performed for a seated audience. To begin, you’ll need a “start / finish” line, which can be the person that was born the farthest distance away from the present location. The race begins at this location, and ends when the knot is passed around the circle, and returns to this same location (Yessssssss!) Typically in Raccoon Circle Grand Prix racing, there are three qualifying rounds or races. The first race is a single lap race to the right, with the knot traveling once around the inside of the circle to the right (counterclockwise). The second race is a multi-lap race (two or three laps) to the left (clockwise) around the circle. And the final race of the series is a ‘winner take all’ championship race, with one lap to the right (counterclockwise) followed by one lap to the left (clockwise)

**Characteristics of 6 – 8 Year-Olds**

**(Handout Activity 1, 2, 3)**

	<b>Characteristics</b>	<b>Implications for Programming</b>	<b>More Implications for Programming</b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>· Mastering physical skills – large and small muscles.</li> <li>· Has better control over large than small muscles.</li> <li>· Very active.</li> </ul>	<ul style="list-style-type: none"> <li>· Projects could get messy.</li> <li>· Activities need to be active!</li> <li>· Plan hands on active experiences.</li> <li>· Focus on large muscle activities.</li> <li>· Make activities doable for beginners.</li> </ul>	

**Social**

- May have many friends at a time.
- More aware of peers and opinions.
- Boys begin to separate from girls.
- Focused on self but learning about empathy.

- Small groups are effective – encourage interaction.
- Role play can help build empathy.
- Help each child achieve success.

**Emotional**

- Fairness is “being nice to others so they’ll be nice in return.”
- Family is primary focus and source of stability.
- When away from family, the leader may become a central figure.
- Avoids punishment and sensitive to criticism.

- Use cooperative games where everyone wins.
- Show adult approval.
- Be available to discuss fears.

**Intellectual**

<ul style="list-style-type: none"> <li>· Concrete thinking – based on what they know.</li> <li>· More interested in doing things than the end result.</li> <li>· Learning to sort and categorize.</li> <li>· Need to focus on one thing at a time.</li> </ul>	<ul style="list-style-type: none"> <li>· Enjoy being read to.</li> <li>· Provide activities that center on doing rather than the finished product.</li> <li>· Demonstrate the activity – rather than just talk about it.</li> <li>· Plan short activities.</li> <li>· Allow for exploration and inquiry.</li> </ul>	
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Adapted from: "Youth Development Training Foundations for 4-H Camp Staff: A Training Manual" Cornell Cooperative Extension, 2003

**Understanding the Camper Ages 6 – 8  
(Handout Activity 1, 2, 3)**

Who are they? What will the campers be like? What does it mean to you? How do you use your understanding of them so you can be an effective camp counselor?

**What are they like?**

- Strong attachment to home and family environment.
- Very dependent upon adults for meeting physical and emotional needs.
- Need patient understanding and close supervision.
- Have short interest span.
- Aware mainly of self and own desires.
- Prefer highly imaginative make-believe play.
- Like to explore their expanding world.
- Desire repetition of enjoyable experiences.
- Easily upset by change in routines or environment.
- Need and seek the approval of adults because they are not yet confident enough to set their own standards.
- Boys and girls readily play together at the beginning of the stage but begin to separate by the end.
- Peer opinion becomes very important.
- Small motor skills are not developed.
- Do not always recognize right and wrong.

**Meaning to Counselor**

- Beginning to move away from dependence on parents and the counselor may become someone very important in their eyes.
- They respond affectionately to counselors who look after their needs, who show an interest in them, and who are fair and capable of humor and imagination.
- Mastering physical skills is important to self-concept. Activities need to be ACTIVE! Provide opportunities for them to practice their skills, but use activities or projects that can be completed successfully and quickly. A variety of several activities will be needed within the class period.

- They think in concrete terms. If they have never seen it, heard, it, felt it, tasted, it, or smelled it, they have a hard time thinking of it. Show and tell rather than giving verbal instructions.
- Play or make believe is one way they increase their ability to imagine what other people think and feel.
- Rules and rituals are important, but it is very hard for children this age to lose.
- Cooperative games and activities are especially enjoyable. Minimize or avoid awarding competitive ribbons at this age.
- They are more interested in the process (what, why, how) than in the end product.

Source: "The Camp Counselor's Manual" Kansas State University, 1997

**Characteristics of 9 – 11 Year-Olds  
(Handout Activity 1, 2, 3)**

	<b>Characteristics</b>	<b>Implications for Programming</b>	<b>More Implications for Programming</b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Better large muscle control and eye/hand coordination.</li> <li>• Very active – can't sit still.</li> <li>• Gender differences in maturation.</li> <li>• May be uncomfortable with body image.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan opportunities to move bodies – active learning experiences.</li> <li>• Vary activities to accommodate differences.</li> <li>• Avoid boy/girl competition.</li> <li>• Hands on activities preferred.</li> </ul>	
<b>Social</b>	<ul style="list-style-type: none"> <li>• Join clubs and groups – loyalty to friends/groups.</li> <li>• Like to be in groups of others similar to themselves.</li> <li>• Prefer same sex groups.</li> <li>• Like to make others happy</li> <li>• Concerned with fairness and rules.</li> <li>• Still self-centered.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them freedom within structured limits.</li> <li>• Plan time to spend with friends.</li> <li>• Assist groups to form for activities.</li> <li>• Encourage them to negotiate rules prior to an activity.</li> <li>• Reinforce positive communication and negotiation skills.</li> </ul>	

<b>Emotional</b>	<ul style="list-style-type: none"> <li>· Want to feel valued and needed.</li> <li>· Want to act grown up.</li> <li>· Beginning to question parental authority.</li> <li>· Look to adults for guidance and approval.</li> <li>· May be moody.</li> </ul>	<ul style="list-style-type: none"> <li>· Give correction quietly and one-to-one.</li> <li>· Help them identify successes.</li> <li>· Never play favorites.</li> <li>· Give specific positive feedback.</li> <li>· Recognize unique abilities.</li> <li>· Redirect inappropriate behavior.</li> </ul>	
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>· Like to be involved in planning.</li> <li>· Until 11, thinking concretely but then begin to understand new ideas.</li> <li>· Like collecting and hobbies.</li> <li>· Want to learn adult skills and make useful products.</li> </ul>	<ul style="list-style-type: none"> <li>· Encourage belief and value exploration.</li> <li>· Encourage goal setting.</li> <li>· Provide opportunities to learn “real-life” skills.</li> <li>· Help youth form groups to explore similar hobbies and collections.</li> </ul>	

Adapted from: “Youth Development Training Foundations for 4-H Camp Staff: A Training Manual” Cornell Cooperative Extension, 2003

**Understanding the Camper Ages 9 - 11  
(Handout Activity 1, 2, 3)**

Who are they? What will the campers be like? What does it mean to you? How do you use your understanding of them so you can be an effective camp counselor?

**What are they like?**

- They are anything but still and quiet. They have no fear.
- They do not like to stay confined and do one thing for a long period of time.
- Some are still concrete thinkers; others are beginning to think logically and symbolically, beginning to understand abstract ideas.
- They have a desire for acceptance from their own age group. Have a need for close friendships with their playmates.
- They have strong identification with their own sex and age group.
- Growing desire for better performance in skills. They look to counselors for approval and follow rules primarily out of respect for the counselor.
- Have a strong need to feel accepted and worthwhile.

- Enjoy being mischievous and daring.

**Meaning to Counselor**

- Activities should encourage physical involvement. However, guide them to appropriate and safe activities (i.e. jumping off of a cliff would be neat, but it would not be a safe challenge).
- Hands-on involvement with objects is very helpful. Will pay more attention if they are seeing and doing things.
- As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.
- This is the age of the “joiners.” They like to be in organized groups of others similar to themselves.
- Small group work is best done in same-sex groups.
- Encouragement from the counselor can have remarkable results. They want to know how much they have improved and what they should do to be better next time.
- Comparison with the success of others is difficult for them – it erodes their self-confidence.
- They respond enthusiastically to counselors who can understand and guide their tremendous energy and mischievousness; tend to idolize the counselor if they measure up to this task.

Source: “The Camp Counselor’s Manual” Kansas State University, 1997

**Characteristics of 12-14 Year-Olds  
(Handout Activity 1, 2, 3)**

	<b>Characteristics</b>	<b>Implications for Programming</b>	<b>More Implications for Programming</b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>· Many physical changes - Hand/feet, nose/ears may grow faster than arms/legs.</li> <li>· May be concerned about physical appearance.</li> <li>· Wide range of development between genders.</li> </ul>	<ul style="list-style-type: none"> <li>· Avoid boy/girl competition.</li> <li>· Accept that physical appearance is very important.</li> <li>· Avoid activities that could cause embarrassment about their bodies.</li> <li>· Be patient and supportive.</li> </ul>	

**Social**

- Seek peer recognition.
- Interested in opposite sex.
- Search for role models.
- Desire to conform to group.

- Provide opportunities for genders to mix in groups.
- Engage them in setting their own rules and consequences.
- Help them find information and resources.

**Emotional**

- Compare themselves to others.
- See themselves as “on-stage”.
- Concerned about peer acceptance.
- Want privacy and independence from adults.
- Is easily embarrassed.

- Avoid comparing to each other – performance should be compared to past performance.
- Avoid putting them ‘on the spot” whether commending or criticizing.
- Provide opportunities to practice independence within structured limits – expect follow through.
- Encourage youth and adults to work together.

**Intellectual**

<ul style="list-style-type: none"> <li>· Concerned with justice and equality.</li> <li>· Learning abstract thinking.</li> <li>· Understand cause and effect.</li> <li>· Can handle in-depth, long-term projects.</li> <li>· Challenge assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>· Encourage them to predict “what might happen if”.</li> <li>· Involve them in making program decisions.</li> <li>· Provide opportunities to make choices and discuss decisions.</li> </ul>	
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Adapted from: “Youth Development Training Foundations for 4-H Camp Staff: A Training Manual” Cornell Cooperative Extension, 2003

**Understanding the Camper Ages 12 - 14  
(Handout Activity 1, 2, 3)**

Who are they? What will the campers be like? What does it mean to you? How do you use your understanding of them so you can be an effective camp counselor?

**What are they like?**

- Uneven and rapid physical growth. Girls usually develop sooner than boys. Bones develop faster than muscles and internal organs.
- Beginning to develop independence by growing away from family ties and influence. However, they still want reassurance of counselor supervision and attention to daily needs.
- Make selective friendships. Have two or three best friends. Younger ones prefer friends of own sex. Girls are more interested in boys than boys in girls.
- Close friendships begin to develop.
- Puberty approaches and emotions begin a roller coaster ride.
- Enjoy practical jokes. Display mannerisms of giggling, squirming and horseplay.

**Meaning to Counselor**

- Campers may be self-conscious or very modest about their changing bodies. Some are developing quickly and other not at all; either way, they are uncomfortable.
- Girls may have more physical strength and coordination in sports than boys. Arms and legs are pretty awkward on the ball diamond and at the dining table until the muscles catch up.
- Bigger campers cannot be expected to act older than smaller ones of the same age.
- Their bodies are changing every day, so they don't even know themselves anymore.
- Like to argue, but will compromise. Will test the rule to see how far it bends. Will put up an argument where they feel it is traditionally expected ... dining hall clean up, lights out, etc. Ready-made decisions from adults often are rejected.

- “Buddies” want to bunk together, eat together and dress alike.
- Younger boys prefer to do camp activities with other boys. They will tolerate girls in camp, but do not want to be paired off with them. They do not want to touch or be touched by a girl.
- Intensity of emotions and feelings can sometimes be extreme. Best friends can become worth enemies in less than a minute. They can be wickedly cruel, with words and actions, to each other.
- They enjoy corny jokes in the cabin and at the campfire. Counselors often are a favorite target. Horseplay can easily go from play to a situation where a camper feels unsafe or out-of-control.

Source: “The Camp Counselor’s Manual” Kansas State University, 1997

**Developmental Characteristics of Children Slips  
(Slips for Activity 2)**

	Ages		
	6 – 8	9 – 11	12 - 14
Like bedtime stories.	X		
Craft projects get messy with this group.	X		
Likes to play games in which everyone wins.	X		
Wants approval and praise from counselors.	X		
Wants everyone in the cabin/lodge to be friends.	X		
Wants a lot of counselor attention.	X		
Easily frightened.	X		
Needs a (simple) daily schedule.	X		
Relies on cabin/lodge group.	X		
Likes collecting things and having hobbies.		X	
Girls (at this age) mature faster than boys.		X	
Imitates older campers and counselors.		X	
Believes counselors.		X	
Likes being in a group with same gender.		X	
Likes having “secret” clubs and pals.		X	
Improving coordination.		X	

Wants everything to be fair.		X	
Wants to act grown-up.		X	
Is loyal to cabin/lodge group.		X	
Friends are more important than counselors.			X
Questions authority.			X
	6-8	9-11	12-14
Conscious of body (won't swim without friends).			X
Wants to be a counselor.			X
Wide range of maturity within peer group.			X
Wants to shower / cares about how he/she looks.			X
Seeks privacy from staff.			X
Likes to argue.			X
Wants to shower / cares about how he/she looks.			X

Source: "Exploring the World of 4-H Camp Counseling" Virginia Cooperative Extension, 2005.

**Developmental Characteristics of Children  
(Handout Activity 3)**

**Read each statement and place an X in the box under the correct age group.**

	Ages		
	6 – 8	9 – 11	12 – 14
Likes collecting things and having hobbies.			
Like bedtime stories.			
Questions authority.			

Friends are more important than counselors.			
Girls (at this age) mature faster than boys.			
Craft projects get messy with this group.			
Imitates older campers and counselors.			
Likes to play games in which everyone wins.			
Wants approval and praise from counselors.			
Believes counselors.			
Conscious of body (won't swim without friends).			
Wants everyone in the cabin/lodge to be friends.			
Wide range of maturity within peer group.			
Wants a lot of counselor attention.			
Likes being in a group with same gender.			
Likes having "secret" clubs and pals.			
Wants to be a counselor.			
Improving coordination.			
Easily frightened.			
Wants everything to be fair.			
Wants to act grown-up.			
Needs a (simple) daily schedule.			
Wants to shower / cares about how he/she looks.			
Is loyal to cabin/lodge group.			
Seeks privacy from staff.			

Relies on cabin/lodge group.			
Likes to argue.			

Source: "Exploring the World of 4-H Camp Counseling" Virginia Cooperative Extension, 2005.

**Developmental Characteristics of Children  
(Answer Sheet Activity 3)**

	Ages		
	6 – 8	9 – 11	12 - 14
Likes collecting things and having hobbies.		X	
Like bedtime stories.	X		
Questions authority.			X
Friends are more important than counselors.			X
Girls (at this age) mature faster than boys.		X	
Craft projects get messy with this group.	X		
Imitates older campers and counselors.		X	
Likes to play games in which everyone wins.	X		
Wants approval and praise from counselors.	X		
Believes counselors.		X	
Conscious of body (won't swim without friends).			X
Wants everyone in the cabin/lodge to be friends.	X		
Wide range of maturity within peer group.			X
Wants a lot of counselor attention.	X		
Likes being in a group with same gender.		X	

Likes having "secret" clubs and pals.		X	
Wants to be a counselor.			X
Improving coordination.		X	
Easily frightened.	X		
Wants everything to be fair.		X	
Wants to act grown-up.		X	
Needs a (simple) daily schedule.	X		
Wants to shower / cares about how he/she looks.			X
Is loyal to cabin/lodge group.		X	
Seeks privacy from staff.			X
Relies on cabin/lodge group.	X		
Likes to argue.			X

Source: "Exploring the World of 4-H Camp Counseling" Virginia Cooperative Extension, 2005.

**Forming Groups at Camp (Handout Activity 4)**

Stage	Definition	Counselor Role
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<p><b>Form</b></p>	<p>The group comes together and gets to know one other.</p> <p>Example: One obvious group is a cabin group, however, your camp may form a variety of groups.</p>	<ul style="list-style-type: none"> <li>· Think of ways to break the ice and get everyone off to a friendly start.</li> <li>· Help everyone find at least one friend.</li> <li>· Use name games and icebreaker activities to keep the group active.</li> <li>· Explain the camp routine and expectations.</li> </ul>
<p><b>Storm</b></p>	<p>Groups struggle to find things in common and may experience some conflict.</p> <p>Example: Campers may form small groups that leave other campers out.</p>	<ul style="list-style-type: none"> <li>· Watch for conflict among group members.</li> <li>· Have a variety of activities where group members work or play together in a variety of small groups to help everyone get to know each other better.</li> <li>· Plan for some cooperation activities or games.</li> </ul>
<p><b>Norm</b></p>	<p>Groups agree to stated or unstated “rules of conduct”.</p> <p>Example: Campers fall into habit of participating in a group chant on their way to activities.</p>	<ul style="list-style-type: none"> <li>· Groups members understand and appreciate each other.</li> <li>· The group can help take responsibility for their actions such as getting to activities on time.</li> <li>· This is an appropriate time to continue with team building activities because campers will enjoy the interaction with each other.</li> </ul>

<p><b>Perform</b></p>	<p>Groups develop efficiencies and effectiveness in working together.</p> <p>Example: A cabin group who couldn't earlier decide how to clean the cabin does so quickly and without fuss.</p>	<ul style="list-style-type: none"> <li>· Encourage campers for their accomplishments.</li> <li>· Talk about the camp experience as a group.</li> <li>· Encourage the group continue to make group decisions.</li> <li>· Help all members be successful at activities – teach new skills.</li> </ul>
<p><b>Transform</b></p>	<p>Groups change in some way. People leave or enter or the experience comes to an end.</p>	<ul style="list-style-type: none"> <li>· Closing ceremonies are important.</li> <li>· Celebrate the group successes.</li> <li>· Talk about what they learned that they can share at home.</li> </ul>

**Activities for Each Stage of Group Development**

**(Handout Activity 4)**

The activities provided in this handout may not be developmentally appropriate for all campers. Counselors should select activities based on the age of the camper group to which you are assigned.

**Activities for the Forming Stage**

Get acquainted activities and ice breakers form the atmosphere of safety and acceptance. Counselors should consider planning more activities in this stage than the others because it is important to build a strong foundation if the rest of the stages are to be successful.

**Believe It or Knot**

Thanks to Mike Anderson of Learning Works for this excellent get-acquainted activity that is a variation of Two Truths and a Lie. With the entire group holding a Raccoon Circle (a fifteen-foot-long section of tubular climbing webbing tied with a knot). the knot is used as a pointer to identify the person talking. Begin by passing the knot to the right around the group. Someone says, "Right there!" The knot stops, and the person nearest it has the opportunity to disclose some interesting fact about themselves; for example, "I have seen three movies this week!" It is now the discussion and responsibility of the rest of the participants to decide whether they believe that this information is true or false. After some discussion, the group gives their opinion of the validity or falseness of the disclosure, and the person providing the comment can tell the real story. This single comment version of Two Truths and a Lie, proceeds a bit more quickly for each person than the complete version. Use either, as time permits.

After a person has revealed the true nature of their comments (true or false), they say "Left!" or "Right!" and then "Right there!" Now, a new person has the opportunity to disclose something to the group. The level of disclosure to the group is often a measure of the closeness, unity, and respect within the group. For example, a disclosure such as, "I have traveled to another country," is a lower level of disclosure than "I have a family member that is in trouble with the law." Depending on the group setting, and the purpose of this activity for your

group, different levels of information or disclosure are appropriate. As the group becomes more unified, this activity can bring out greater disclosure between members of the group, family members, members of a team, etc.

### Commonalities

Begin with partners for this activity. This conversational activity has the goal of identifying unique and sometimes unusual events, activities, and life experiences that we have in common with other members of our group. The two partners need to identify three unique items that they have in common. Encourage participants to dig deep for these items. For example, they may discover that they both like dogs, but under closer examination, they may also discover that they like the same breed of dog. Additionally, they may discover that they both enjoy reading, but by digging a bit deeper, they may discover that they have read the same book in the past six months or perhaps enjoy the same author.

After identifying three attributes that they have in common, these two partners raise their hands and find another group of two ready to form a group of four. Now the challenge is to identify two items that they have in common. Again, look deep, and no fair using any of the attributes already identified.

Finally, after this group of four finds out what they have in common, they raise their hands and join another group of four, for a total of eight, now standing inside one of the Raccoon Circles spread around on the floor. The goal for these eight is to find one event, interest, or activity that they have in common. Have each of these groups of eight tell the other groups what they have in common--the more unique and unusual, the better (or at least the more interesting!).

### Activities for the Storming Stage

While some staff members would rather avoid the conflict of this stage, it is important to build skills and show campers how to cope and deal with the storming stage. The activities in this section, therefore, contain just a bit of stress. The following activities are very challenging, and need to have a suitable amount of time after each one for sharing, processing, generalizing, and applying within the group.

#### Photo Finish

Thanks to Sam Skies for this seemingly simple but yet complex activity. You can find this and other activities in his book, *Executive Marbles*.

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

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

#### Cross the Line

This activity requires a single untied Raccoon Circle, stretched into a straight line. With half of the group on one side of the line and standing about six feet behind the line, and the other half of the team on the other side, the scene is set for a moment of conflict (of "us" versus "them"). Make no mistake, this Raccoon Circle activity is a

bit higher level than most, but it is excellent for setting the stage to talk about conflict, negotiation, and win/win, win/lose, and lose/lose scenarios.

Begin this activity by instructing one side to say, "There ain't no flies on me. There ain't no flies on me. There might be flies on you (point to folks on the other side). But there ain't no flies on me!" Tell those participants to take a step towards the line (with just the right amount of attitude). Now, instruct the other side to reply, "There ain't no flies on me. There ain't no flies on me. There might be flies on you. But there ain't no flies on me!" Tell those participants to take a step towards the line. The first side now repeats the phrases and moves to the line--followed by the second side repeating their lines and stepping up until they are face to face with the other side.

At this point, tell the participants, "You have ten seconds to get the person across the line from you onto your side of the line!"

Typically, this develops into a rather quick tug-of-war between partners, and usually a physical solution (for one person at least) to the challenge. The activity presents an opportunity to discuss conflict, challenge, attitude, negotiation, and how to resolve differences between people.

#### Blind Square

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

#### **Activities for the Norming Stage**

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

#### Inside Out

This is a great initial problem solving activity. Begin with a Raccoon Circle on the floor. Have the entire group step inside the circle. The task is now for the entire group to go from the inside of the circle to the outside, by going underneath the Raccoon Circle, without anyone in the group using their hands, arms, or shoulders.

What is important in this activity, is to stress the group problem solving process. In order for other members of the group to assist in the completion of the task, they need to know the plan, and what their part is in the solution. To this end, encourage the group to "plan their work" and then "work their plan." This means that prior to ANY action, the group will need to plan their approach to solving this problem and making sure that everyone in the group knows their part of the plan.

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

#### Blind Trust Drive

Participants choose a partner for this activity. One person stands in front, arms extended like they are holding onto the steering wheel of a car. Their partner stands behind them, with their hands on the shoulders of the

person in front. The “blind” drivers now close their eyes, while the sighted “backseat” drivers safely steer them around the playing area.

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

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

### **Activities for the Performing Stage**

Large group projects, such as tower building (using Tinkertoys [R], uncooked spaghetti and marshmallows, or newspaper and masking tape) are useful.

#### **Grand Prix Racing**

Turn the Raccoon Circle into a complete circle or loop using a water knot, and you are ready for the ultimate in sport racing. This activity will boost the enthusiasm of your audience, and provide some moderate competition in the process.

Begin by spreading several Raccoon Circles around the available space, in close proximity to each other. Ask participants to join one of the "racing teams," picking their favorite color team in the process. There should be approximately five to ten participants per Raccoon Circle. Have participants hold the Raccoon Circle with both hands in front of them, and state:

"Ladies and Gentlemen! It is summer time, and that means one thing in this part of the world--Grand Prix Racing! Now I know that you are such die-hard race fans that just the thought of a race makes your heart beat faster. So this race comes in three parts. First, when I say, 'We're going to have a race,' your response is a loud, 'Yahoo!!!!' Next I'll say, 'Start your engines!' And, I want to hear your best race car sounds (audience practices making race car revving engine, shifting gears, and braking sounds).

"Finally, with so many cars on the track today, it will be difficult to see just which group finishes their race first, so we'll need a sign indicating when your group is finished. That sign is to raise your hands (and the Raccoon Circle) above your heads and yell, 'Yessssssssss!'"

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

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

Incidentally, after this activity, the group will not only be energized, but perhaps in a slightly competitive mood. From a sequencing standpoint, you can either continue this atmosphere (with more competitive

challenges--such as into a summer camp competition) or introduce a bit of counterpoint, by following this activity with one that requires the group working together in a collaborative manner.

### **Activities for the Transforming Stage**

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

#### Virtual Slideshow

With all participants seated in a circle, an imaginary slide projector "clicker" is passed around the group. Group members are asked to "show" an imaginary slide or photograph from the summer, illustrating a perfect moment, or perhaps a moment from the future, that will be different because that person had the opportunity to work at camp,

#### A Circle of Kindness

Form a double circle with all group members. One partner should face the center of the circle, and their partner behind them (also facing the center, with their hands on the shoulders of the inner-circle person). Ask participants in the inner circle to close their eyes and only reply "thank you" or keep silent. The outer circle is asked to quietly talk into the ear of the inner circle participants, mentioning something important that they learned from them during the summer, or a pleasant memory, or any other positive comment. The outer group then moves one person to the right and continues. When the outer group has completed the circle, they are asked to become the inner-circle group, and the process begins again.

#### What Is a Raccoon Circle?

A Raccoon Circle is a twelve- to fifteen-foot piece of one-inch tubular webbing. By using Raccoon Circles, camp staff can generate innumerable challenge activities. The symbolism of the circle fosters team spirit, which often results from a combination of creative initiatives and this unique form of webbing.

Source: Jim Cain, Ph.D. is the author of *Teamwork & Teamplay*, which received the Karl Rohnke Creativity Award presented by the Association for Experiential Education, and co-author with Tom Smith of *The Book on Raccoon Circles*. He is a former executive director of the Association for Challenge Course Technology, senior consultant to the Cornell University Corporate Teambuilding Program, and the director of the adventure-based training company, *Teamwork & Teamplay*. You can download a collection of adventure-based, team-building activities using simple props at: [www.teamworkandteamplay.com/raccooncircle.html](http://www.teamworkandteamplay.com/raccooncircle.html). Contact

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## **Hi My Name Is Bob.**

- I am 6 years old.
- I'm growing slowly

- I okay at catching big things, but not so good at catching small things
- My grown up teeth are coming in. I hope the tooth fairy will come!
- I have a short attention span
- I like to move around a lot
- I'm just starting to hang out with friends and other people who are not my family.
- I'm starting to figure out "right and wrong"
- Girls have cooties
- I used to run around my house naked, but – I don't do that so much anymore.
- I can tie my shoes all by myself, but I still need help getting out of a snowsuit.
- I'm a big boy and don't get angry much – but my mom says I'm a baby when I lose.
- I like games where I can run and jump
- I like silly songs and funny things
- My favorite games are short – I don't like to do anything longer than 30 minutes
- I'm working on being able to share.
- I like to touch things, and I learn by doing stuff, not just talking about it.

Teach me a camp song I would like!

## Hi My Name Is Sally.

- I am 9 years old.
- I'm growing slow but steady. I'm taller than all the boys in my class. They still look like babies.
- I'm just as strong as the boys in my class and I'm getting good at softball.

- All the boys in my class are really aggressive and mean. I just like to hang out with my best friends and my teacher. I won't do anything without my best friend Suzie.
- My mom calls me the energizer bunny. I like to try new stuff.
- I don't like to sit still. So give me stuff to do all the time.
- I'm really loud, and Suzie and I fight over stuff a lot.
- I like to give you hugs all the time and I am really creative.
- I get sad when I do bad at stuff, and if you tell me I messed up on something, I'll cry a lot.
- Last week I loved ponies. But, now I want to be Rey from Star Wars.
- I know when someone is not fitting into a group, and I don't want to be that someone.
- I like to play with just girls – the boys never want to play with us, and we don't really want to play with them.
- I ask lots of questions because
- I want to do anything my camp counselor wants to do because I want to be just like them.
- I need you to encourage me and give me lots of praise.
- I like activities that use my whole body like teams sports, arts and crafts, and drama.
- I need responsibility and I like to learn without pressure.
- I need you to take time to teach me stuff and help me figure out what I want to do.
- I like it when you make a big deal about playing fair, being honest, and obeying the rules.

Teach me a quick game I would like to play!

Hi My Name Is George.

- I am 12 years old.
- I'm growing so fast it's crazy – puberty sucks.
- Some kids in my class are huge – some of the girls have boobs already!

- I'm awkward.
- I care more about what the group thinks than what adults think. But, camp counselors aren't real "adults"
- I hate the way my body looks. Please don't point out how weird my arms are. Or my nose hairs.
- I think about what I look like – especially around girls.
- I get upset about stuff pretty easily. I have like crazy mood swings.
- I think my parents are super lame and I like to be independent.
- I love the outdoors and anything outside.
- I like competition and organized games
- I'm usually pretty enthusiastic, especially when I feel included.
- My parents gave me the sex talk the other week and it was the worst hour of my life.
- Sometimes my coordination sucks because I'm growing so fast it makes me seem like a baby giraffe.
- I need group and team activities.

Teach me a wacky camp sport I could play with a group!

Hi My Name Is Becky.

- I am 15 years old.
- My mom says I'm a "woman now", which is super awkward but maybe it means I don't have to deal with pimples anymore.
- I grew like 5 inches last year, I felt like my feet were getting so big I couldn't walk like a normal person.
- I'm boy crazy. Seriously. My boyfriend and I are super serious and we've been together for 6 months.

- I take a long time to get ready for school – because what I look like matters. Especially to guys. They can be really mean if I don't look good.
- I love to hang out with my friends, I think if they stopped hanging out with me I would be crushed.
- I'm trying to figure out who "Becky" is. I think about what I want to be when I grow up.
- My friends call me Hermione because I know everything about everything.
- I'm figuring out what matters to me.
- It's nice to feel accepted and feel like I'm fitting in. I like to be assured that I'm valued.
- I like guidance from camp counselors when it's not threatening.
- I need opportunities to make decisions.
- I can't wait to move out of my parent's house and get to live on my own.
- I need time to just hang out – but it's nice to hang out with friends and do something. Like watch a movie or go shopping or whatever.
- I like to feel safe, especially in a new group.

Tell me about a craft I could do at camp while I chill and talk to my friends.

Make me!

1

I don't have to  
do anything  
you say!

6

Why can't I  
just do what I  
want?

2

I don't want  
to do it!

7

I don't care!

3

So?!

Whatever...

8

You're a  
poop head!

4

She/he did  
it first!

9

Why are  
you being so  
mean?

5

You hate me!

10

- That's actually not c \_\_\_\_\_.
- You've been m \_\_\_\_\_.
- We a \_\_\_\_\_ have to be respectful.

6

- I c \_\_\_\_\_.
- You're in c \_\_\_\_\_ of your \_\_\_\_\_. Let's t \_\_\_\_\_ again.
- What w \_\_\_\_\_ here? Let's do what works.
- When you don't make good choices, then people don't like to h \_\_\_\_\_ you because you're not helping them.

1

- (*Listen first; then--*) This is not a want to. This is a \_\_\_\_\_ to.
- This one's not a c \_\_\_\_\_.
- Some things you decide. Some things I or we decide.

7

- That's a s \_\_\_\_\_ question. It's because we're not here by ourselves. We're part of a g \_\_\_\_\_. So we have to think about e \_\_\_\_\_.

2

- So what q \_\_\_\_\_ do you have? Questions are OK.
- So what more do you need to hear to u \_\_\_\_\_ this?
- Whatever you want to ask to understand this, please ask.

8

- I'd like to l \_\_\_\_\_ why that is.
- If you don't care, that's why there's a problem. Being respectful means we try our best to care about others.

3

- And was that a good c \_\_\_\_\_ or a bad choice?
- What's the right thing to do here?
- They're in charge of their choices. You're in c \_\_\_\_\_ of your choices.

9

- That's name-calling. It's not a \_\_\_\_\_. If you're mad, that's OK. But you can't call people names when you're mad. You can say "I'm mad" and tell me why. I'll l \_\_\_\_\_.
- We can be angry and still be respectful.

4

- T \_\_\_\_\_ me w \_\_\_\_\_ you think that.
- I want to understand what you're feeling. It's i \_\_\_\_\_ to me.
- I'm going to listen to every word you say so we can figure out what to do about this.

10

- T \_\_\_\_\_ m \_\_\_\_\_ w \_\_\_\_\_ you think this is mean.
- I'm trying to be respectful. I'm not shouting. I'm not making fun of you. I won't let anyone do that to you.

5

They try  
again

1

They try  
something harder  
than before

6

They do something  
the first time you  
ask, including when  
it's right away

2

They do things  
without being told

7

They wait

3

They ask for  
help

8

They do something  
new or in a  
different way

4

They do what they  
say they are going  
to do

9

Two carry or  
hold something  
together

5

They say they like  
something, or that it's the  
best, or that a hard thing  
can be done

10

- This is a harder one. You've got some **confidence**.
- You're trying something tougher than before. You know what that shows? It's confidence.

6

- Way to be **persistent**.
- We've got some persistence going on here. Nice!
- Do you know the big word for that? It's persistence.

1

- You did this before I asked. That's **responsibility**.
- No one had to tell you to do that. You're getting **expert** at this.

7

- You did that the first time I asked. That's **respect**. I appreciate that.
- You did that right away. You know what that is, right? It's respect.

2

- You're asking for help. That's what **smart** people do.
- When you ask for help, that's a smart move.

8

- You're waiting. That's **patient**. Thank you.

3

- You said you'd do it. You did. That's **dependability**, right here.
- You said you'd be back right away. You are. Now you see why I can **trust** you.

9

- You found a new way to do that. That's **creativity**.
- That's different. That says you've got some creativity happening.

4

- When you say what you like, that's being **positive**. I love hanging with positive people.
- If you say we can do it, then I'm dealing with a positive person here. High five!

10

- You're doing that together. **Teamwork**. Way to go.

5

## Friday

### **Song - She'll be coming round the mountain**

She'll be coming round the mountain  
When she comes  
(Toot, toot!)

She'll be coming round the mountain  
When she comes  
(Toot, toot!)

She'll be coming round the mountain,  
She'll be coming round the mountain,  
She'll be coming round the mountain  
When she comes  
(Toot, toot!)

Other Verses:

2. She'll be driving six white horses  
When she comes  
(Whoa back!)

3. Oh, we'll all go out to meet her  
When she comes  
(Hi babe!)

4. She'll be wearing red pajamas  
When she comes  
(Scratch, scratch)

### **Song: ROW, ROW, ROW YOUR BOAT**

(subtract the last word each time the song is sung)

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream.

### **Ricochet Ball Games**

<https://www.trainingwheelsgear.com/products/ricochet-book>

Game One Bounce: see how many times in a row your group can catch the ball after only one bounce  
Game: Bounce On - what's the most number of bounces you can get before successfully catching the ball

Game: Deduction - see if you can get a perfect rally (like a hac in hackey sac). Each player catches the ball after just one bounce. After a player has caught the ball, they may not catch it again.

### **Lion, Eagle, Chameleon, Turtle**

The Book: "Seven Steps on the Writer's Path: The Journey from Frustration to Fulfillment" by Nancy Pickard and Lynn Lott. This is based on Terry Kottman's work who is a former professor at the University of Iowa a prolific writer and trainer in the field of Play Therapy.

One section of the book asked "What Animal Are You?" It describes a technique Lynn Lott uses on her psychology clients which she calls top cards. She believes there are four categories and each generates a different behavioral response in a crisis.

Firstly, pick a box, which of these would you most like to avoid?

1. Stress and Pain
2. Criticism and Ridicule
3. Rejection and Hassles
4. Meaningless and Unimportance

Go with your first instinct

Which animal of these four do you feel most connected to or the most like?

1. An eagle
2. A lion
3. A chameleon
4. A turtle

Pick one:

We all tend to strive for one of these four things:

comfort

control

superiority

people pleasing.

Which animal is which? Here's how to decipher it.

Eagles strive for control and strength.

Lions strive for superiority.

Chameleons are people pleasers.

Turtles strive for comfort.

Now read the four categories about your personality.

#### 1. Turtle - Comfort

When faced with a challenge (fear) a turtle reacts instinctively with one of two reactions. You'll either retreat into the safety of your shell or snap at anyone who tries to help. A turtle will do whatever it takes to

find the greatest comfort, even if that means dealing with an extended degree of discomfort and pushing out their boundaries to reach it.

"Real-life turtles say that when they feel stressed, they eat or procrastinate and wish others would simply empathize with them."

If you're a turtle, you probably won't 'let go' unless you get so uncomfortable with the status quo that you have to change something. The most important thing for a turtle to remember is to take everything in small steps or small bites. Things can seem large and overwhelming to a turtle and it is much easier to face challenges in bits and pieces.

Turtles should also find people in their lives who can be empathetic but who don't feel the need to 'fix things' or offer advice. "Turtles need cheerleaders, not advice columnists." A turtle can truly appreciate the sort of friend who will encourage you every step of the way or hold you back if you're going into dangerous grounds. If you are a turtle you should confide in a trusted friend who can be that cheerleader. Tell that person everything, completely come out of your shell and reveal yourself to them and ask that they simply listen and allow you to feel.

## 2. Eagle - Control

An eagle's automatic response to adversity is to fight. Eagles make a lot of noise and become very agitated. An eagle often feels like they need permission to act or feel the way they do. An eagle is a fixer - of other people's problems. When it comes to managing crisis or solving their own problems they can become held up by their need to have all the answers. They feel like they must have every step, every risk, every angle covered. Eagles can work on multiple projects and in any environment.

"Real-life eagles said that when they are stressed, they organize, shut down, work frantically, argue and explain, and get defensive. What they are wishing for in that moment is acceptance and understanding. Some eagles find it easier to 'let go' if they have a friend who gives them permission to do so. The kind of friend who can tell you it's ok to follow your dreams and to take chances or to show you the other choices you mightn't have seen in your blinded sight of the goal. Eagles tend to find being an employee or a contract writer works best for them. Having a 'boss' to keep them in line with deadlines, pointing them in the right direction, giving approval for the go-ahead at each step and who ultimately takes the responsibility for what is accomplished is ideal for them.

An eagle can gain a great sense of empowerment by writing whatever they feel like writing whenever they feel like writing it. Try freewriting' or writing out of order. Write fast and don't allow yourself to censor or edit along the way. You might also find it helps to talk to someone in your life you feel has the authority to guide you. Ask their permission to want what you want. Eagles should also remember not to take criticism personally. It is a part of being a writer and every remark is another achievement. Wear it with pride.

## 3. Chameleon - Pleasing

Chameleons survive by disappearing, by becoming one with their environment, blending in, keeping quiet, and basically just stay out of the way where they can't bother anyone. Chameleons often feel the need to be accepted and supported. They'll seek out the approval, confirmation and support of family and friends. Chameleons are plagued by self-doubt. They might feel talented, creative and clever but they're never quite sure if they really are. These writers also tend to adapt to their surroundings and the people around them. They'll pick up the habits of the people they work with and mirror them. A chameleon often finds they can't say no, their instinct is to please others.

"Real-life chameleons aren't really sure what they do, but they know how they feel when stressed - overwhelmed, guilty, defeated, compromised, and anxious. They are hoping that someone will understand what they are going through, put it in perspective, and say, "I wish I were just like you."" A chameleon needs a sense of approval so they can feel secure enough to 'let go'. They need to know that whichever step they take they'll be loved. They need to know that they are doing the right thing. A

chameleon also finds it easiest to focus on their work in their own environment. They need to feel like they can blend in. To gain strength a chameleon can find it empowering to ask someone they admire to reassure them they are on the right path. Ask for acceptance. Ask for approval.

The best way for a chameleon to break into that sense of 'letting go' is to break out of their camouflage. Be noticed, voice your opinion and realize that what you think is important, what you want matters and you have the right to go for it. Chameleons should remember to persevere, keep trying, and then try again, and again. Remember that your chameleon self has an inner core that can rebuild after any downfall. Don't be afraid to take those chances. Finally, learn to say NO! to others and YES! to yourself. You're not responsible for the happiness of everyone around you.

#### 4. Lion - Superiority

When threatened a lion 'may hide out in his cave doing absolutely nothing or go on the attack'. A lion personality gets aggressive and dominating. A lion will believe that everything they do is important and vital. Every step they take has the power to change the world (at least it 'should'). Lions tend to find they work best if everything is organized and neat, or everything is a mess of clutter and chaos. A lion often feels there is only one right way to do things. They are often perfectionists and care a great deal about how others see them. Lions find themselves roaring loudly but doing little.

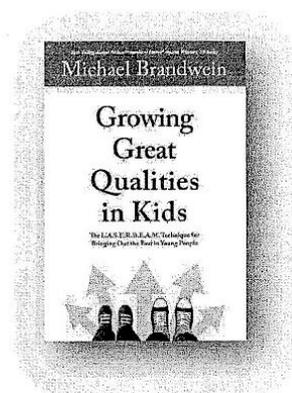
"Real-life lions say that when they are stressed, they cry, scream, complain, criticize, catastrophize, and blame. What they need is for you to submit or understand or appreciate them or nourish and cheer them on."

A lion often finds that being over shone or challenged is a great way to give them the freedom to 'let go'. If someone appears better, faster or more talented than they are they'll jump into the race to catch up and surpass their competition. They like to meet challenges and are inspired by having a bar set for them that reaches beyond what others have already accomplished. Lions want to be the best and to leave a lasting impression that glorifies their name.

To 'let go' a lion needs to give up the idea of perfection. Give yourself permission to make mistakes and acknowledge that you can only ever give the best you can give at any given moment. Concentrate on the enough; enough meaning, enough significance, enough power, enough emotion, enough. A lion should also remember it's important to verify all the facts. Allow yourself to learn from others and to know you don't always have the answers. Put aside your pride and don't be afraid to ask for help.

# Qualities to Conduct

## A Laserization Practice Activity



To build great Qualities in our campers, it doesn't work to say, "Be more responsible!" or "Show some respect!" What *does* work is to go from Qualities to Conduct—identifying the specific behaviors that young people can do or say to demonstrate that they have these Qualities.

I call this process of going from general Qualities to specific behaviors "Laserization." When we Laserize, we ask:

**What do people with this desired Quality say or do?**

I call each answer to this question a "Say/Do." These are behavioral examples of the Qualities we desire. **The "Say/Do" is the specific conduct we want to see.**

Example: If we want to grow the Quality of Responsibility, it helps to know Say/Do's that demonstrate it. Two examples: Doing what we say we're going to do; putting things back where we got them; saying we're sorry.

**When we spot a "Say/Do," we point it out and then tell campers what Quality it demonstrates. (For example: "You said you would return this to me before the end of today, and you did. That's really Responsible. Thank you.") This is how kids learn and understand what these Qualities are and how to get them.**

Below are some examples of Say/Do's to be on the lookout for when we are leading and teaching campers. Above them is a list of some desired Qualities we want to grow. Next to each Say/Do, please put the letter(s) of the Qualities that are demonstrated by the Say/Do. **More than one Quality may apply, so you may use more than one letter for a Say/Do.**

<b>A. Confidence</b>	<b>F. Kindness / Caring</b>	<b>K. Respectfulness</b>
<b>B. Creativity</b>	<b>G. Patience</b>	<b>L. Responsibility</b>
<b>C. Flexibility</b>	<b>H. Persistence</b>	<b>M. Organization</b>
<b>D. Independence</b>	<b>I. Positivity / Joyfulness</b>	<b>N. Teamwork / Cooperation</b>
<b>E. Sportsmanship</b>	<b>J. Leadership</b>	<b>O. Honesty</b>

	1. A camper (C) puts some things back where they belong.
	2. C tries for the fourth time to successfully kick a ball between two cones with her or his non-dominant foot.
	3. C1 is trying with difficulty to pour something without spilling. C2 comes over and holds the receiving container, so C1 can focus on the pouring.
	4. C gives a thumbs up to another person who answers a question correctly.
	5. C asks for your attention. You ask C to wait a few minutes until you finish helping someone else. C waits and does not interrupt you.
	6. C says, "I need help. I don't know what I'm supposed to do."

R  
I  
G

<b>A. Confidence</b>	<b>F. Kindness / Caring</b>	<b>K. Respectfulness</b>
<b>B. Creativity</b>	<b>G. Patience</b>	<b>L. Responsibility</b>
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<b>D. Independence</b>	<b>I. Positivity / Joyfulness</b>	<b>N. Teamwork / Cooperation</b>
<b>E. Sportsmanship</b>	<b>J. Leadership</b>	<b>O. Honesty</b>

	7. You're getting ready for an activity. You ask group members to move to specific spots in the room. C1 and C2 do this immediately.
	8. You gather a group around a table to explain an activity. YP makes room for persons behind her or him so they can see, too.
	9. At the end of an activity period, some young people start putting things away before they have to be told to do so.
	10. C shows the group a new or different way to do something in an activity.
	11. C doesn't want to do something. After you speak to C, she or he decides to give it a try.
	12. C1 is having some trouble learning a part of something. C2 leans over and shows C1 how to do this step.
	13. C asks other group members, "What do you think?"
	14. C says, "Nice shot!" to someone on the other team who scored a goal.
	15. C says to another person in the group, "You can do it!"
	16. C asks permission before doing something.
	17. C says she or he is going to do something by a certain time. C does it.
	18. C says, "My bad. It was my fault."
	19. C helps up a person on another team who has fallen.
	20. C says to the adult, "That was awesome. Can we do it again?"
	21. C person is picking on someone. C says "Knock it off. Leave her alone."
	22. C picks a person to play or be partners with that C has not picked before.
	23. C goes up to a group member who is sad and asks, "How are you doing?"
	24. C says, "This is the best!"
	25. C makes a list of what needs to be done.
	26. C tries something harder than C did before.
	27. When some objects fall and scatter, C jumps up to help collect them.
	28. C shows up on time with the necessary tools or materials for the activity.
	29. The adult asks for one person from each group to come to the front to get some equipment or materials to distribute. C does so right away.
	30. People are pressuring C to do something that C does not think is a right thing to do. C speaks up and says she or he is not comfortable with it, and why.

From *Growing Great Qualities in Kids: The L.A.S.E.R.B.E.A.M. Technique for Bringing Out the Best in Young People*, 2018 Michael Brandwein  
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 or otherwise) is prohibited by law without the prior written permission of the copyright owner. Thank you!

## **Giving Directions Activity -**

Practice communication by giving directions without being able to see the person directed. Activities could be simple, like taking off a jacket. Or, difficult, like making a peanut butter and jelly sandwich

Source: ([http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk\\_directions.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_directions.pdf))

“Why do I have to repeat myself time and again?” “Why won’t she listen to me?” Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

The child does not hear the direction. Parents often give directions from a distance or in passing. “Lauren, get your shoes on.” Did your child actually hear what you said? Just as adults often don’t hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don’t hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.

The parent gives too many directions at one time. When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. “Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes.” This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.

The child doesn’t understand the direction or the direction is too vague. Directions such as “Settle down,” “stop,” or “be nice” might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, “Lauren,” you have not actually told her what you want her to do. If you say, “stop it,” it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, “Lauren, toys stay in the tub,” then you need to explicitly tell her so.

The direction does not tell the child what to do. Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, “Stop running!”, state the direction positively by saying, “Use walking feet.”

The direction sounds like a suggestion or question. Daily conversation is filled with questions, suggestions and directions. When you say, “Will you put your shoes away?” you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, “Lauren, put your shoes by the door

Make sure that you have your child’s attention. Eye contact is a great indicator! When you state the “do” direction you are teaching your child the desired behavior. For instance, “Lauren, go brush your teeth.” When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don’t forget to encourage your child by saying something like, “Wow, Lauren, what great listening ears! Thank you for brushing your teeth.”

It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP. » Do—State the “do” direction. » W—Wait for compliance (silently count to 5). » A—Ask the child to restate the direction. » W—Wait for compliance (silently count to 5). » P—Provide encouragement or help (helping will ensure success).

### **Guided Meditation:**

Resource website: <http://www.innerhealthstudio.com/meditation-scripts.html>

#### **Meditation Cues:**

- Allow yourself to relax as deeply as is physically possible... continue to relax even deeper... and deeper than you originally thought possible.
  
- Every time you breathe out you get an opportunity to release... focus on extending your out breath... let your smooth, slow exhale help you relax deeper.
  
- Imagine a gentle wave of relaxation ebbing and flowing through your body... soothing and comforting every part of your body... Enjoy the rhythm of relaxation deep within.
  
- Imagine golden sunlight streaming down through your body... This sunshine revitalizes every part of your body as it shines brightly... This pure, radiant energy from the sun activates every cell in your body... Let every cell in your body glow at its best... Let yourself shine from the inside out.
  
- There is no need to support yourself right now... no need to hold yourself in any particular way... Let the floor support you... let the floor hold your body.
  
- Withdraw your senses and find a point of stillness deep within... Settle into the stillness and remind yourself that this is inside you it is not outside of you... it is with you where ever you go.
  
- Let the weight of your head drop into the floor... your neck muscles do not need to hold your head up right now.
  
- Allow yourself to become lighter and lighter as you sink deeper and deeper into a relaxed state.
  
- Jump off the merry go round of life and allow your mind to settle... nothing is so important you need to think of it now.
  
- It is safe for you to switch off and relax.
  
- Knowing that the benefits of relaxation are far and wide... allow there to be no boundaries to how far you let yourself relax today.

– You are enough. You have enough. You do enough. You are enough.

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## Saturday

**Larry's Friendship Bracelets:** <https://goo.gl/TMa8dd>

### **Song: One Dark Night**

(Sung 3x as a round)

One dark night when we were all in bed.

Miss O'Leary left a lantern in the shed

And when the cow kicked it over he winked his eye and said

It'll be a hot time in old town tonight.

1x Fire Fire Fire!

2x Water Water Water!

3x Sssssssssssssss

### **Song: EVERY LITTLE CELL**

(Tune: Shortnin' Bread)

I'm so glad every little cell

In my body is happy and well.

Oh! I'm so glad every little cell

In my body is happy and well.

Every little cell is happy and well,

Every little cell is happy and well,

Every little cell is happy and well,

Every little cell is happy and well.

### **Telephone Sketching**

Prepare simple drawing samples of figures on index cards or sheets of paper (stick figures, simple houses, unique shapes), keeping them hidden from the view of participants.

This activity should be done in silence, with only the facilitator speaking.

Divide the participants into teams of 4 to 5 people and ask them to line up by standing, sitting on chairs or sitting on the floor (depending on their ability) with each person behind another person on the team.

Provide a writing utensil and papers to the first (front) person in each team

Start by showing the person in the rear of each team's line a sample drawing so that others on the team cannot see it.

The last person in line attempts to mimic the same figure by using their finger to "draw" the figure on the back of the teammate in front of them.

Each team member, after feeling the figure drawn on their back, passes their perception of the figure by drawing on the back of the next person on the team.

When the person at the front of each team's line receives the figure traced on their back, they are to draw that figure on a piece of paper.

Compare the original sample drawing to the final drawing for each team.

Optional: Award points for the most correct drawing as compared to the original.

The same drawing can be used for each team or different figures may be used for different teams.  
Process: Explain that our perceptions are our realities. They are how we view the world but may not be necessarily true.  
Discuss how better to communicate.

**Legend of Rock, Paper, Scissors Book:** <https://goo.gl/bQabrR>

### **Olympic Rock, Paper, Scissors**

\*3 Zones – Gold, Silver, Bronze \*Everyone starts in Bronze \*If you win move up to silver, from silver to gold, at gold you work to win as many gold Medals as you can. \*If you lose you move down to silver, from silver to bronze: at bronze you keep trying until you move up. \*Play with as many partners as you can. At the end of the game start a countdown to see how excited participants get

### **Rock, Paper, Scissors, Entourage**

To play, first review the standard rules of rock, paper, scissors, described at the end of this activity.

Ask players to spread out and find a partner. Each pair plays one round of Rock, Paper, Scissors. The losing player then stands behind the winning player and enthusiastically cheers for that player. It helps if they make a train by putting their hands on the winner's shoulders. This new team then finds another team to play a new round of Rock, Paper, Scissors. Each time a team wins, it collects the other team's players, and they line up behind the unbeaten leader. At the end, there will be two large teams, led by the unbeaten leader in front. The final match is best 2 out of 3. After the final match, the celebration begins!

### **Tips for Active Listening:**

Active listening is a little bit like listening on steroids. When we listen passively, we are listening for content - we want to hear and understand the words that are being spoken. Active listening takes listening to a new level where we are trying to understand the complete message. It involves paying attention to what is being said and how it is being said. It involves being aware of body language, voice inflection, and overall attitude.

To try to get to the meaning behind the words, active listeners reflect what they are hearing back to the speaker to validate their impressions and the message they are getting. Active listening takes a lot more work and focusing than simply listening, or listening just enough to form a response. But active listening communicates love, concern, and respect -- all hallmarks of camp!

### Listen with All of Your Senses

So often, we find ourselves listening only to words. But messages are communicated in a variety of ways, not just with the words used. Vocal inflection, body language, and other non-verbal communication can often change the meaning of words. For example, the words "Yeah, right" can be positive if spoken with enthusiasm; but if spoken with cynicism, the same words can communicate doubt and lack of trust

Try these tips to listen with your whole self

- Look directly at your child when they are speaking to you
- Don't allow other things going on to distract you from giving the conversation your full attention
- Observe body language; notice if they are acting "closed" or "open" as they talk

- Avoid listening with the goal of preparing a response to the initial communication; listen all the way through your child's comments until he or she is done

### Communicate with Your Whole Self

When children are communicating with us, they subconsciously observe the clues we give as to whether we are really listening to them. So make sure that you are sending the right signals.

One communication coach suggests that we use the acronym "S.O.L.E.R" to remind us of how to be attentive.

- Squarely face the person
- Open your posture
- Lean toward the person speaking
- Eye contact throughout the message
- Relax while listening

### Reflect the Message

In this skill set, we are trying to validate what we understand is being said. As you are starting to get the message, check to make sure that you are understanding what is being said. For example, when a camper complains they can't find a partner for buddy swim, you might say something like, "What I am hearing is that you are feeling left out. Is that right?"

If the child says "yes," then the discussion can move forward. If he says, "No, you are not listening," then you can apologize for not getting the message and ask him or her to clarify.

Consider using phrases like:

- "It sounds to me like you are saying...."
- "What do you mean when you say...?"
- "What I am hearing you say is...."
- "I gather that you felt \_\_\_\_\_ when ...."

Don't just repeat the words they said, but reflect their feelings and the broader message. Parroting back their words will defeat the purpose of reflecting. Try to paraphrase and add in what you have gathered from their feelings.

### Let the Message Get All the Way Out

So often, particularly with our children, we tend to want to jump to the end of the discussion. In the grounding example, we think that the children want us to make a different decision, so we cut them off and let them know we are not changing our mind. They feel devalued when we don't let the conversation get to the end they had in mind. A counselor should:

- Avoid jumping to conclusions
- Work to not interrupt the flow of thoughts except to reflect and clarify
- Passing judgment and then tuning out

### Respond with Respect

Acknowledge that your children have real feelings and even if you disagree with their approach or their interpretation of reality, respond to their concerns respectfully. Work hard to not make them feel incapable or to discount their very real feelings.

**Ice Breaker Questions:**

1. Which three words describe you best?
2. Which common saying or phrase describes you?
3. What's the best thing that's happened to you this week?
4. Who was your favorite teacher and why?
5. What was your favorite subject at school?
6. What do you want to be when you grow up?
7. What would be your perfect job?
8. What is your greatest achievement?
9. Have you ever won a trophy or medal?
10. What is the longest word you know?
11. Who is the most inspirational person to you?
12. What is the best praise or advice you've received?
13. Which would you prefer — three wishes over five years or one wish right now?
14. If you could have one wish come true what would it be?
15. Did you ever keep a New Year's resolution?
16. What was your favorite birthday or Holiday present?
17. What was the worst present you've received?
18. Which skill would you love to learn?
19. Which language would you like to learn?
20. If money was not a concern what would you do every day if you didn't work?
21. What's your hidden talent?
22. What was the funniest moment in your life?
23. Would you like to see into the future? Why?
24. Would you like to be invisible for a day? Why?
25. If you could rule the world for a day state something that you'd ban.
26. If you had magical powers name something that you'd change.
27. What irritates you the most?
28. Have you gone out with mismatched socks or shoes on?
29. Where would you love to go on holiday?
30. Why would you like to go to a tropical island or the Arctic more?
31. Where would you most like to live?

32. Which planet in the solar system would you visit?
33. Which animal would you choose to be?
34. If you were a flower which one would you be?
35. If you were a tree which one would you be?
36. Have you baked a cake, who for and was it a success?
37. What flavor ice cream would you be?
38. Which chocolate bar is most like you?
39. What is your favorite food?
40. What is your favorite drink?
41. Would you rather be an apple or an orange?
42. What fruit or vegetable would you be?
43. Would you rather be a hot or a cold drink?
44. Which task or chore is your favorite?
45. Which task or chore is least favorite?
46. What type of car would you be?
47. If you could have true love or £1 million which would you choose?
48. What is your favorite TV show and why?
49. What is your favorite song?
50. What is your favorite book?
51. What is your favorite film?
52. What is the best chat up line you've heard or had said to you?
53. Who would you like to be for a day?
54. Who would you choose to be marooned on a desert island with?
55. Who would play you in a film?
56. Which famous person would you like to meet?
57. Which famous person would you never want to meet?
58. If you could invite five famous or noted people (past or present) to dinner who would you choose?
59. Which time period would you visit in history?
60. Would you prefer to visit Earth in 2100 or travel back to 1900?
61. Which person from history would you most like to meet?

**Tell Tale Trees:** <https://www.amazon.com/Telltale-Trees-What-Reveals-About/dp/0961373806>

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# SUNDAY

## Rebus Puzzles

1 history history history	2 R g rose e i n	3 MEREPEAT	4 _____ read _____
5 Arrest You're	6 Me Me a l Me a a l l Meal	7 E more more more more	8 wonalicederland
9 me right	10 stefrankin	11 Chimadena	12 settle
13 millio1n	14 <sup>d</sup> e r <sup>d</sup> e r v i v i  <sup>d</sup> e r <sup>d</sup> e r v i v i	15 land time	16 mini'l'l bethereute
17 R R a a i l l	18 scope	19 ban ana	20 o_er_t_o_
21 e t a d	22 Meal ^	23 issue issue issue issue issue issue issue issue issue issue	24 XQQQME
25 time time	26 FLUBADENCE	27 1 knows	28 BIG BIG ignore ignore
29 BIRD	30 chair	31 ICE <sup>3</sup>	32 lang4uage
33 VA DERS	34 9S2A5F4E1T8Y6	35 _____it	36 chawhowhorge
37 RIGHT RIGHT	38 TULIPS	39 \$0 all all all all	40 knee light light

1 history repeats itself	2 Ring around the rosie	3 Repeat after Me	4 Read between the lines
5 you're under arrest	6 Square Meal	7 Ready for more	8 Alice in Wonderland
9 Right Beside Me	10 Frankenstein	11 Made in China	12 Settle down
13 One in a Million	14 Four Wheel Drive	15 The Land Before Time	16 I'll be there in a minute
17 Rail Crossing	18 Microscope	19 Banana Split	20 painless operation
21 Update	22 Well Balanced Meal	23 Tennis Shoe (10 issue)	24 excuse me
25 Time after time or double time	26 Bad Influence	27 Won by a nose	28 Too big to ignore
29 Big Bird	30 High Chair	31 Ice Cube	32 foreign language
33 SPACE INVADERS	34 Safety in Numbers	35 Blanket	36 who's in charge
37 Equal Rights	38 Tiptoe thru the tulips	39 Free for (4) all	40 neon lights

**LOVELY EVENING** (Round)

Oh, how lovely is the evening! Is the evening!  
When the bells are sweetly ringing, sweetly ringing  
Ding, dong, ding, dong, ding, dong!

## **ALOHA**

Aloha means we welcome you.  
It means more than words can say.  
Aloha means good luck to you.  
Good night at the close of day..  
It's just like a love song with a haunting sweet refrain.  
Bringing you joy, bringing you pain.  
Aloha mean farewell to you ...until we meet again.

## **Dance Leader**

This game is played like follow the leader, but with a dancer each round instead of a line leader. Teams form a circle, with a volunteer leader standing in the center of the circle each round. Leaders are chosen before the music is played. Leaders move in any way they choose, and the team copies. To facilitate this well, have a wide variety of songs.

## **Animals Game**

Have participants each select an animal from a random drawing. When the game starts, participants aim to arrange themselves by size, from smallest to largest animals. They cannot communicate in any human way, but must act like that animal and make noises to help find their place in the team.

1. Anteater
2. Sloth
3. Hedgehog
4. Rabbit
5. Lion
6. River Otter
7. Polar Bear
8. Meerkat
9. Elephant
10. Rhinoceros
11. Hippopotamus
12. Giraffe
13. Monkey
14. Kangaroo

15. Guinea Pig
16. Penguin
17. Tortoise
18. Anaconda
19. Ant
20. Bald Eagle
21. Butterfly
22. Chameleon
23. Dolphin
24. Flamingo
25. Frog
26. Hummingbird
27. Reindeer
28. Whale
29. Inch Worm
30. Beaver
31. Mermaid
32. Boa Constrictor
33. Camel
34. Turtle
35. Bat
36. Tarantula
37. Goldfish
38. Snail
39. Piranha
40. Great White Shark
41. Starfish
42. Anaconda
43. Ostrich
44. Teacup Pig
45. Kitten

**Leadership:** Adult pants - <https://www.youtube.com/watch?v=jP-gWFR-0HQ>

**Standing Ovation -**

each participant partners up, and is given a prompt to fill out for their partner

### Standing Ovation Activity

(Interview)

Partner's Name: \_\_\_\_\_

One thing they learned from this session: \_\_\_\_\_

One thing they are really good at: \_\_\_\_\_

Two words they would use to describe themselves: \_\_\_\_\_

(Complete independently)

One thing you really respect about them is: \_\_\_\_\_

Why they will make a great camp professional: \_\_\_\_\_

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## Other Resources:

# SONG LEADING AT CAMP NEWAYGO

## Tips for Song Leaders – Jalisa Danhof

### \*1\* Be Enthusiastic

Enjoy what you are doing. Enthusiasm and personal enjoyment are contagious. If you are having a great time leading the singing, it will be hard for the group to not join in.

### \*2\* Know Your Music

It is important to be thoroughly familiar with the song you are leading. It is very hard to teach someone else when you are not certain of the melody or words to a song. Good song leading is a skill that must be practiced.

### \*3\* Plan Your Program

Before you begin to plan your program, get to know something about the group you will be leading. Plan your songs to fit the age and interests of your audience. Always plan for twice as many songs as you will

need. It is easier to cross songs off your list than to scratch your head trying to come up with another song or two at the last moment.

Plan your program with a purpose in mind:

- n Are you singing just for fun?
- n Do you want the group in a particular mood for a program that is to follow your session?
- n Do you want the group fired-up to participate in active games or calmed down for a speaker?
- n Are you trying to create an atmosphere of cooperation?

Plan your selections with a progression in mind. Start with songs that almost everyone will know, before you begin to teach new songs. You may want to teach only part of a new song in a session, if it is particularly difficult, or if the group is struggling. Reward your group for their work at learning new songs by ending the song session by singing one or two songs they know. Learning new songs is tiring work! Let them “blow out the cobwebs” and finish the session with a good feeling. Don’t ask “who knows this song?” Chances are, at least one person in the group doesn’t. Either decide to teach the song or don’t. But why waste time asking? Just teach everything every time!

#### \*4\* Sing Songs Through In Advance

It is important to know how high and how low a song is going to go. Select a pitch that will allow for the range of voices in our audience. If you discover (see and hear) that the pitch you started the song in is too high or too low for the majority of the group, it is better to stop the song and start over with a better pitch than to continue to struggle through the song.

#### \*5\* To Teach New Songs, Break Them Down Into Manageable Pieces

Don’t be afraid to demonstrate new songs by singing a portion to the group.

Learn to prompt words just ahead of when they are needed. Learn to “Line” songs for quicker participation by the group (You sing the line and have the group repeat it). Remember when teaching a song that your group is trying to learn both new words and a new tune.

#### \*6\* Singing ‘Rounds’ Requires Special Attention

When singing rounds, first teach the song to everyone. You may want to teach the song in one session, review it in another session, then do the round.

Clearly divide the group into the number of smaller groups needed. Be certain to tell the group the number of times the round will be sung through. It is often very helpful to have a leader, who knows the song, for each of the smaller groups.

If the group is not comfortable in singing the round through as an overall group, the likelihood of success in breaking down into smaller groups and singing the song as a round is very, very low. Rounds are a wonderful variation in singing. Don’t let the difficulty in leading them prevent you from learning how.

#### \*7\* Be Aware Of Your Audience Location

Your audience needs to be able to see you. This is particularly important when teaching motions.

Don’t be afraid to use your hands, head, body, etc. to help the group stay on the beat. Don’t abandon your singers when things start to unravel. When the rhythm is falling apart, exaggerate motions to help get the group back on the beat.

If you have a choice between a large room with the group scattered about, or a smaller room where the group is squeezed together a little, go for the togetherness. Logic might say that if you scatter a group out they will sing louder just to be heard. The opposite is true!

\*8\* Keep On The Look-out For New Songs

Be careful, though, many current pop songs are hard to teach and lead. Sometimes it is a matter of having too many words to work with or too wide a musical range for the voices in your group.

Look for different ways to sing old songs. Sometimes a song is going so well it seems a shame to end it just because the last chorus has been sung. Consider: *repeating the chorus, singing selected verses again, humming through the verse or chorus or both, singing an extra chorus softly, or putting a tag on the end of the song.*

\*9\* When Using Accompaniment – Practice!

If you plan to use accompaniment, practice with that person ahead of time to be certain they can do the music you want done, in the key that you want to do it. Tune stringed instruments ahead of time.

If you are using pre-recorded accompaniment, practice with the sound equipment ahead of time. Practice cueing the songs so they will work when you need them to work.

\*10\* Sing With Pride!

Do it! Have fun! Enjoy the singing with your group. Compliment your audience for good effort!