



# 2019 SUMMER CAMP TRAINING PLAN

*Length of each module will be determined by the time available for the entire training.*

## CABIN MEETINGS AND STAFF CONNECTIONS

### ACA STANDARD

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#### HR.10

Training covers expectations for acceptable job performance in terms of interpersonal relationships and how we model that behavior for campers

#### HR.12.1.A

Training covers expectations that camp be an inclusive and supportive environment, implemented through daily conversations and activities within the cabin or department

#### HR.12.1.D

Training covers cabin meetings as a method for addressing cabin-wide behavior issues

#### HR.15.1

Training demonstrates how to supervise campers in a cabin activity

#### HR16.1.A, B, C, D

Training teaches how to provide an emotionally safe space that is camper-focused, with an emphasis on listening, specific to the age and stage of campers.

### CONTENT

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This training focuses on the importance of regular, small group meetings, whether they be cabin meetings, or department meetings. In this training, staff will learn how to run a cabin meeting, including setting ground rules, finding appropriate topics, the creative use of openings and closings. We will use the cabin meeting format throughout the training to build connections with one another. Additionally, we will use time throughout the day to teach short games and activities for enhanced camp fun.

### RELATED ACTIVITIES

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#### **Practice Cabin Meetings**

Before each new training module throughout the day, we will gather in our small "cabin groups" to do a

meeting focused on the topic to come. These will be opportunities for camp staff to get to know each other and begin to build relationships.

### **Cabin Games**

Throughout the day we will pause to teach some of our favorite camp games, such as Hey, Shockwave, In a Monkey's World, Order Up, and more!

## **UNDERSTANDING CAMPER BEHAVIOR**

### **ACA STANDARD**

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#### **HR.10.1**

Training covers specific job skills for counselors and other staff directly working with children, as well as acceptable and unacceptable behaviors when working with children

#### **HR.12.1 B**

Training covers the developmental needs of campers to be served and the resulting differences necessary for program and structure

#### **HR.12.1 D**

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

#### **HR.12.1 E**

Training includes clear expectations for staff performance and conduct

#### **HR.16.1**

Training includes how to create a safe environment, including:

- A. Focusing attention primarily on campers' needs and interests rather than on other staff and themselves
- B. Speaking with and listening to campers in a manner that reflects respect for each individual, including those of different backgrounds and abilities
- C. Creating and supporting an environment that provides emotional safety
- D. Guiding group behavior in a developmentally appropriate manner

### **CONTENT**

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Based on William Glasser's influential book Choice Theory, this section of training focuses on the five basic needs of all humans (safety, belonging, empowerment, freedom, and fun) and how camper behavior is related to the meeting of those needs. Staff will learn how to identify unmet needs, and how to work with campers to meet those needs. The focus of this training is for staff to understand that their job is to create a camping experience where all campers are actively having their needs met.

### **RELATED ACTIVITIES**

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#### **Introduction of ACT Method:**

The Audience Choice Theatre (ACT) method is a choose-your-own adventure style of group role play based on:

- Believable characters, situations, and reactions

- Strong counseling responses
- High quality facilitation

### What is ACT?

While the facilitator explains the scene, the actor takes the stage in character. He might be a homesick eight year old, a risk taking sixteen year old, a thirteen year old bully victim, or even a young staff member trying to figure out what to do after losing a camper. The actor presents his issue to the audience, who collectively take the part of the other side of this role play. The actor freezes in character while the facilitator encourages discussion about the best way to respond. Once the audience chooses a response, the scene continues. The facilitator may choose to rewind the scene and try different responses at any time in the role play. This back and forth continues until the situation is resolved.

### ACT Detectives

In ACT Detectives, we will use ACT characters to display a variety of behaviors. The staff will have to determine the cause of the behaviors based on what they've just learned about the basic needs of campers. For example, one of the characters portrayed might be a camper who never stops talking, asking question after question endlessly, all day long. Through the activity, the staff will have to frame this problem a number of ways. Is what might be perceived as a character flaw actually something else? Is the child perhaps ignored and neglected at home and craves adult attention at camp? Or is the child on the autism spectrum and uses aural input to process his world? Through questions and interactions, the staff will have to play detective to figure out the unmet need and help the camper find a way to meet their needs in appropriate ways.

## BUILDING RELATIONSHIPS WITH CAMPERS

### ACA STANDARD

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#### HR.10.1

Training includes specific job skills for counselors and other staff working with children

#### HR 11.1

Training includes appropriate responses to racially-charged conversations and actions

#### HR.12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

#### HR.12.1 E

Training includes clear expectations for staff performance and conduct

#### HR.16.1

Training includes how to create a safe environment, including:

- A. Focusing attention primarily on campers' needs and interests rather than on other staff and themselves
- B. Speaking with and listening to campers in a manner that reflects respect for each individual,

including those of different backgrounds and abilities

C. Creating and supporting an environment that provides emotional safety

HR.18

Training will include recognizing and responding appropriately to socially sensitive conversations and behaviors

## CONTENT

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Relationships are at the core of every single module we present. In this section, we will cover the importance of strong relationships with campers and specific ways to form those relationships, such as:

- How to introduce yourself on the first day (KRAFT)
- How to use unique high-fives and code names to build rapport
- How to respond appropriately to difficult topics of conversations (race, personal lives of staff, drug and alcohol use, etc.)

## RELATED ACTIVITIES

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### **Get to Know You Challenge**

We will begin this section of training by playing a teambuilding-type game, specifically NOT geared toward getting to know each other. In the debrief, we will ask for people to share what they learned about each other during the activity. The goal is for staff to recognize that all activities can and should be get-to-know-you activities, and why observing each camper closely can help build relationships.

### **KRAFT**

KRAFT is an acronym we've developed to help staff become more comfortable with introducing themselves to campers.

After discussing KRAFT, staff will practice it with each other or with an ACT character.

### **High Fives and Get-To-Know-You Games**

We will introduce a variety of silly high-fives, and demonstrate how they can be used to build rapport with campers. We will then practice them in a whole-group, high-energy activity. We will also practice other get-to-know-you games staff members can use with campers.

### **Cross-Racial Conversations**

Developing relationships with people of different racial backgrounds is one of the great gifts camp can give to both youth and adults, but forging these relationships can be fraught. Through an ACT scene, we will explore how to be open and honest in our conversations about race, while clearly rejecting racism within our camp family.

## CHILD DEVELOPMENT (AGES AND STAGES)

### ACA STANDARD

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#### HR.12.1 B

Training covers the developmental needs of campers to be served and the resulting differences necessary for program and structure

#### HR.12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

#### HR.12.1 E

Training includes clear expectations for staff performance and conduct

#### HR.16

Training includes how to create a safe environment, including:

D. Guiding group behavior in a developmentally appropriate manner

### CONTENT

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In this section, we will move away from needs into the realm of child development. We will discuss social developmental milestones of campers from age 6-15. Understanding these milestones will help staff set realistic expectations for behavior and can help them understand effective ways to work with campers. Staff will be asked to reflect upon their own needs and struggles at different ages, and relate those experiences to the experiences their campers may also be having.

### RELATED ACTIVITIES

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#### **Reflection: Who Were You?**

Using a detailed worksheet, staff will be given the opportunity to reflect upon their lives at different ages and stages. We will then use these worksheets to help position ourselves when working with the rest of the characters in the ACT scenes throughout the day.

## CABIN COMMUNITY: CREATING BULLY-FREE ENVIRONMENTS

### ACA STANDARD

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#### HR.10.1

Training includes specific job skills for counselors and other staff working with children

#### HR.12.1 B

Training covers the developmental needs of campers to be served and the resulting differences necessary for program and structure

#### HR.12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

#### HR.12.1 E

Training includes clear expectations for staff performance and conduct

#### HR15.1

Training includes how to supervise campers in various types of general and unstructured camp activities

#### HR.16.1

Training includes how to create a safe environment, including:

- A. Focusing attention primarily on campers' needs and interests rather than on other staff and themselves
- B. Speaking with and listening to campers in a manner that reflects respect for each individual, including those of different backgrounds and abilities

#### HR.17.

Training includes behavior management and discipline techniques that:

- 2. Help staff recognize bullying and address the need to share with campers that bullying is unacceptable and to whom incidents of bullying should be reported
- C. Creating and supporting an environment that provides emotional safety
- D. Guiding group behavior in a developmentally appropriate manner

### CONTENT

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One of the more difficult components of camp work is facilitating friendships between campers. This section is an important precursor to the bullying training. Creating camp-wide and cabin-specific cohesiveness is the best defense against bullying, and therefore learning how to facilitate friendships is a vital skill for all staff. We will look at the role that rituals and traditions play in creating a positive, cohesive environment. We will discuss how to use differences between campers to create friendships. We will also cover the importance of treating all children equally, and being self-aware about our own biases when working with children.

Using ACA-indorsed content from Joel D. Haber, Ph.D, we will discuss the ins and outs of bullying, including:

1. The definition bullying
2. When and where bullying happens
3. Why bullying happen
4. The different types of bullying (including relational aggression)
5. The difference between reporting bullying and tattling
6. How to turn bystanders into upstanders
7. How to avoid social laddering in your camp (including within staff) and in your cabin
8. Ways to prevent bullying from the first day
9. What to do when bullying is reported

### RELATED ACTIVITIES

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#### Cabin Rituals

In small groups we will brainstorm a variety of cabin rituals that can increase cabin cohesiveness.

#### Cooperative Group Games

In a landmark study, cooperative group games were shown to be effective as bully-prevention. We will learn, play, and discuss a number of games appropriate for a variety of ages in the cabin environment.

### Facilitating Friendships

The number one protective factor against bullying is for each child to have at least one friend. Ensuring that all of your campers have ample opportunity to make friendships on the first day is vital to having a bully-free environment. We will learn and practice a variety of techniques for facilitating friendships. We will also set clear expectations for how and when counselors should be helping campers connect on the first day.

## RESPONDING TO CHALLENGING BEHAVIOR

### ACA STANDARD

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#### HR.10.1

Training includes specific job skills for counselors and other staff working with children

#### HR.12.1 B

Training covers the developmental needs of campers to be served and the resulting differences necessary for program and structure

#### HR.12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

#### HR.12.1 E

Training includes clear expectations for staff performance and conduct

#### HR.16

Training includes how to create a safe environment, including:

- B. Speaking with and listening to campers in a manner that reflects respect for each individual, including those of different backgrounds and abilities
- C. Creating and supporting an environment that provides emotional safety
- D. Guiding group behavior in a developmentally appropriate manner

#### HR.17.

Training includes behavior management and discipline techniques that:

1. Teach campers skills that achieve positive outcomes in areas of problem solving and interactions with others
3. Implement fair and consistent disciplinary steps that are appropriate to the camper and the situation

### CONTENT

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Utilizing concepts and techniques from Love and Logic and Collaborative and Proactive Solutions, this training will give staff members tools they need to respond to challenging behavior in a manner consistent with the loving and supportive environment of camp. With an emphasis on empathy, we will teach staff how to guide campers to solve their own problems, how to look at challenging behavior as

an opportunity to strengthen relationships with campers, and how to avoid “picking up the rope” when campers engage in arguments. These types of interactions between campers and staff will help teach campers skills in the areas of problem solving and how to achieve positive outcomes when interacting with others.

We will also explore notions of discipline, and the way behavior management techniques have changed over time. We will discuss how there is no one-size-fits all approach to behavior management, and focus on the ways in which we frame dilemmas in order to come to a resolution.

This section will also teach staff members how to make cabin rules (or contracts, depending on the camp) with their campers on the first day. We will discuss on the non-negotiable rules regarding safety, how to keep rules to a minimum for simplicity, and how to state these rules in a positive manner. Discussion will include topics of acceptable vs. unacceptable behavior, and how to set enforceable limits. Additionally, we will discuss how to implement fair and consistent disciplinary steps that are appropriate to the situation and developmental stage of the camper.

## RELATED ACTIVITIES

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### Setting Cabin Rules

In small groups, we will practice facilitating a conversation about cabin rules, and come up with cabin rules that meet the guidelines of simplicity, positivity, and safety.

### ACT-Challenging Behavior

The ACT method was developed to help staff members practice skills before camp begins. In this training, staff will get to try out Love and Logic techniques and phrases, as well as Collaborative and Proactive Solutions on a variety of different characters displaying a variety of challenging behaviors. These challenging behaviors may include:

1. Fighting
2. Defiance and lying
3. Emotional melt-down
4. Bullying
5. Attention Deficit

This section may change based on the needs of each camp, their behavior management guidelines, and behavior challenges they face most frequently. This section requires pre-camp conversations and the attendance of senior staff at the session to answer questions that may be unique to each camp.

## BEDTIMES AND BACKPACKS: CABIN-READY ON DAY ONE (SPECIFIC TO COUNSELORS)

### ACA STANDARD

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#### HR 10.1

Counselors Only: Training is specific to the job requirement of supervision during bedtime and unstructured time, and outlines expectations for acceptable job performance



HR 12.1 B

Training covers developmentally appropriate techniques for bedtime and downtime

HR12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

HR 15.1

Training is focused on being prepared for supervision and engagement during unstructured camp activities

## CONTENT

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This training is focused on the clear expectations we have of cabin counselors to be prepared for their job from the very first day of camp. This means outlining clear expectations in regard to bedtime procedures, downtime activities, effectively dealing with homesickness, and creating an open and supportive cabin environment. Counselors will be asked to identify specific ways in which they will make their cabin a physically welcoming environment, the props they will carry in their backpacks, and what resources they intend to utilize when they run out of ideas. This training is about the specific, nitty-gritty details of being a good cabin counselor.

### Bedtimes

One of the most frequently asked question when we returned for revisits in 2018 was, “How do we get them quiet and to bed?” This year we will discuss bedtime strategies and ask each counselor to identify what strategy they think will work best for them.

### Transitions

Helping campers transition from one activity to another is a challenge for all camp counselors. We will discuss strategies for getting campers moving, and helping them be mentally prepared for the next activity.

### What’s in Your Backpack?

This training sets the expectation that all good counselors will carry “tricks of the trade” with them throughout the day. This may mean a deck of cards, crayons and paper, a cool-down glitter bottle, a sensory kit, or a beach ball, depending on the developmental stage of their campers. We will ask counselors to identify three downtime activity props they will carry with them during camp. We will also share with them a variety of resources for locating camp-appropriate games and activities throughout the summer.

### Homesickness

Homesickness is a universal experience that all people experience to some extent in their lives. We will discuss different techniques for dealing with homesickness on an individual and cabin-wide basis.

**UNDERSTANDING OUR EMOTIONAL RESPONSES TO CHILDREN  
(FOR 2 DAY TRAININGS ONLY)**

## ACA STANDARD

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### HR.12.1 D

Training covers age-appropriate behavior management and camper supervision techniques that can help to create a physically and emotionally safe environment

### HR.12.1 E

Training includes clear expectations for staff performance and conduct

### HR.16

Training includes how to create a safe environment, including:

- B. Speaking with and listening to campers in a manner that reflects respect for each individual, including those of different backgrounds and abilities
- C. Creating and supporting an environment that provides emotional safety

### HR.17.

Training includes behavior management and discipline techniques that:

1. Teach campers skills that achieve positive outcomes in areas of problem solving and interactions with others

## CONTENT

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Anyone who has worked with youth can remember a time when a child "pushed their buttons." In this session, we will take responsibility for those buttons, exploring why certain behavior can cause our tempers to flare, or our emotions to prevail. Using the ACT method, we will play out scenarios based on staff experiences, giving us an opportunity to look closely at our reactions, and to practice responses in real-time. This session will focus on responding with empathy when a child bumps up against our buttons, as well as ways in which button-pushing can turn into opportunities to strengthen relationships with children. This session will not focus on behavior management, or how to solve the dilemmas that cause our buttons to be pushed. Rather, it will focus on our own emotional triggers, and how to respond to children with love and empathy even when faced with heightened emotional activation. We will discuss ways in which our responses can affect children, and how to help kids from developing buttons of their own.

## RELATED ACTIVITIES

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### **ACT-Who's Got the Button**

Staff will be encouraged to think of situations in which a child has really "pushed their buttons." They will be asked to anonymously write down these situations on a note card for use in ACT skits later in the session. Staff will then be guided on a journey of self-awareness to help understand why they might have a certain button, and how to be compassionate and self-loving around those sensitive, raw areas. We will learn a variety of empathy responses, and then, using the ACT method, will have an opportunity to practice these empathy responses when faced with triggering behaviors.

### **Your Buttons Are Showing**

Staff will learn how to use a self-assessment tool designed to bring awareness to their own emotional state while working with campers. We will use the acronym HALT (hungry, angry, lonely, tired), evaluation of own emotional buckets, and return to the concept of Glasser's needs in order to be aware of and compassionate to, the buttons that may pop up on difficult days at camp.

# HOW PERSONALITY EFFECTS OUR RELATIONSHIPS (FOR 2 DAY TRAININGS ONLY)

## ACA STANDARD

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### HR.10

Training includes interpersonal skill development necessary for all jobs at camp, and sets an expectation of the types of interpersonal communication deemed acceptable at camp.

### HR.16.1 B

The purpose of identification of different personality types is to appreciate and value the inherent differences that each individual brings to camp. This training teaches techniques for communication with all different types of people.

## CONTENT

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Utilizing a research-based Personality Profile, this training will help staff identify their core motive, and the core motives of those around them. Once identified, we will use that information to appreciate differing work and communication styles, and how to best align ourselves despite personality differences.

## RELATED ACTIVITIES

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### **The Personality Profile**

Participants will take the personality profile and learn what the results mean about their core motivations, and how it effects their interactions with others.

### **Motivation by Personality**

Participants will gather by personality profile groups to discuss what type of leadership best motivates them, and what type of leadership has been difficult for them in the past. By sharing with each other and with the whole group, staff members will have an opportunity to understand the underlying motivation of those with whom they work closely.