

I like kids. I think they have a lot to say and  
have a unique perspective.  
~ Odle 2019 Counselor

# Camp Counselor Training

Date

**First tasks:**  
Please get your  
nametag and  
turn in your  
Permission slip  
packet to Ms.  
Pilichowski.

# About today:

**We have a packed schedule!**

*Our goal for today's training is to prepare you with the tools you will need to be successful, particularly based on the concerns you expressed...*

**You are worried about:**

**\*Homesickness**

**\*Bad behavior**

**\*Keeping the kids safe**

**\*cliques and drama**

**\*Building a cohesive cabin group**

**\*peer-to-peer conflicts**

**\*"that they won't listen to me" ~ 2019 Odle Counselor**

# About today:

*Our vision for today is that you will gain the knowledge you need to feel confident. This confidence will help you to have a wonderful, positive camp experience where you will have special experiences with a bunch of really cute kids!*

**Please listen when a staff member or fellow counselor is speaking.**

**Please ask questions! We might tell you that your question will be answered later in the day, but we always, always want to hear your questions and concerns.**

**Please be respectful and thoughtful, both to us and to each other. We are asking you to share your thinking and ideas today so that we all may benefit.**

**Please put cell phones away.**

**Use the restroom when you need to. Stand up and stretch if you need to. Please take care of yourself today!**

# Icebreaker: “Crossword names”

- *Write your own name in the middle of a piece of white paper.*
- *Each person then moves around the room, inviting others (including leaders) to attach their name, where the first letter matches a letter on the paper. The names are then added like a branching crossword puzzle.*
- *The person who is able to attach the most names in the given time is the winner.*

## Questions: *the Meadow*

- Please take a moment before we begin to jot down ANY questions you might have about camp...big or small.
- Please put ONE question per post-it note. As we're working, putting your questions in the Meadow!
- Thank you! 😊





# Camp Counselor Job Description:

A camp counselor will:

- Lead by example; <https://www.youtube.com/watch?v=G4OYgQU4ncg&feature=youtu.be>
- Set clear expectations;
- Supervise students at all times, ensuring/monitoring and supporting their safety and well-being;
- Assist students with getting ready in the morning and to breakfast on time as well as getting ready for and to bed in a timely manner;
- Assist students in building positive, cooperative group relationships and interactions throughout the camp experience;
- Encourage good manners, friendly conversations, and appropriate behavior during meals;
- Monitor student behavior, encourage and model positive participation at classes and during evening activities, as well as throughout camp life.
- Communicate with Odle and Camp Orkila staff, especially if assistance is needed.
- Look for opportunities to help camp life run smoothly.

# Camp Counselor Behavior Contract:

## VOLUNTEER COUNSELOR CONTRACT

### 6<sup>th</sup> Grade Outdoor Exploration Camp

#### Odle Middle School

Odle thanks you so much for taking on this important position and being such a great influence on our 6<sup>th</sup> graders. Here are the essential principles to keep in mind while at camp. These will help the campers and you to have a positive experience. Read this carefully and sign below.

1. I will perform my duties from 7:00 AM on Tuesday May 28, 2019 through the afternoon of Friday May 31, 2019 **when unloading is completed.**
2. I will put as my highest priority the safety and positive experience of the 6<sup>th</sup> grade campers on the trip to and from camp and while at Camp Orkila.
3. I will follow all Bellevue School District rules and regulations, including all policies regarding drugs and alcohol.
4. I will remember that this camp experience is not about me. I will avoid all personal displays of affections and all personal drama.
5. I will interact with the campers, actively encouraging their involvement.
6. I will give my cell phone to staff for holding and will only use my cell phone on my daily designated break.
7. I will remain in my cabin all night after lights-out and make sure that my campers do the same.
8. I will take my shower and take care of any other personal needs during my daily break.
9. I will foster a sense of community among my cabin group.
10. I will help campers resolve their problems and report quickly to an adult any problems that require extra attention and/or medical attention.
11. I will closely monitor campers for safety and appropriate participation during all recreational activities.
12. I will not leave campers unattended at any class, or in their cabin, nor will I leave my campers with some other counselor not their own.
13. I will model appropriate behavior, especially in following Camp Orkila expectations.
14. I will strictly follow the counselor schedule, plan for walking time, and arrive at my appointed activity or class promptly, and take my break as scheduled.
15. I will help my cabin group to follow their class, meal and activity schedules promptly.
16. I will follow the class participation guidelines and the lead of the Orkila instructor.
17. I will accompany student to the restrooms and showers.
18. I will help my table group to follow all Camp Orkila meal policies and I will model appropriate table manners.
19. I will come prepared to help my cabin create a funny appropriate camp skit. I will check with Mrs. Isitt or Ms. P. on the appropriateness of our skit.

**I agree to the above principles as my responsibilities as a volunteer camp counselor. I understand that I may earn 50 or more community services hours IF I successfully fulfill the above duties and responsibilities. I also understand that any violation of this contract will result in appropriate disciplinary consequences, including and up to suspension and/or expulsion.**

\_\_\_\_\_  
Counselor Signature acknowledging contract

\_\_\_\_\_  
date

\_\_\_\_\_  
(print counselor name)

# Values: what are your core values?

- **Core values** are the fundamental **beliefs** of a person.
- They are **guiding principles** that can dictate behavior and help people understand the difference between right and wrong.



# What Do You Value?

- Circle your top **12**
- You can add your own if not listed

## My Values

**Core values** are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong.

Below is a list of common values. Not every value is listed. You are welcome to add your own.

Achievement	Faith	Order
Adventure	Family	Patience
Autonomy	Forgiveness	Peace
Beauty	Freedom	Perseverance
Belonging	Friendship	Power
Challenge	Growth	Reputation
Cooperation	Happiness	Respect
Communication	Health	Responsibility
Compassion	Honesty	Security
Competition	Hope	Service

# What Do You Value Most?

Cross off **4** values

Leave the 8 that are most  
important to you



# What Do You Value Most?

Narrow down to **5**.

These should be the ones that are most important to you.





**Courage**

**Thoughtfulness**

**Fairness**

In round-robin format, share one or two of your top 5 values. Share a bit about why you ended up with this value(s).

# Vision: broad, noble ideals that reflect your highest ideal of what the camp experience *could be...*

Using your 5 core values and Canva, create a vision board\* of what you dream of for this camp experience.

(\*A vision board is like a collage using pictures and words.)

Canva is fun and easy to use: <https://designschool.canva.com/getting-started-with-canva-video-tutorials/>

It's *supposed to be* corny and sentimental because it's an ideal vision!

For example, I chose Courage as one of my core values so I could write something like:

*My dream is for my cabin group to form a close-knit family group that embraces new camp experiences with joy and enthusiasm.*



# Vision into Expectations

- Your next task is to create simple, positive expectations for student and counselor behavior based on your vision and values.
- Here's an example of what that could look like:

Values:	Vision statement:	Clear, concise and positive expectations (3-5):
<i>Example: Kindness</i>	<i>Example: My dream is for my cabin group to form a close-knit family group that embraces new camp experiences with joy and enthusiasm.</i>	<i>Example: We will use positive language in our cabin. We will treat others the way we wish to be treated.</i>

- You will have time now to work on your own expectations. It can be good to talk through this quietly with others at your table, but some people prefer to work on this individually. It's all to do with your own learning style.

## **Now what? SAVE YOUR WORKSHEET!**

**Once you know your partner(s) for cabin groups, you will combine your vision and expectations into one statement and a single list of 3-5 expectations.**

**You will have opportunities to ask your campers about their vision and expectations for camp, as well.**

# icebreakers!

- Over half of you expressed concerns about helping build a cohesive cabin group. Many more of you expressed concerns about peer-to-peer conflicts. Icebreakers are a great way to address these issues!
- If you try to do as many icebreakers as you can in the first 24 hours (and not just games), then we promise that you will see your campers forming new friendships and bonds!
- Bonus: they will also listen to you better!



# icebreakers!

Your task: with your table group team research and practice an icebreaker to share with the group. As you research, create a word map on Bubbl.us. You want to create a word map so that you can save all the Icebreakers you find in order to potentially use them later.

About Bubbl.us: <https://www.youtube.com/watch?v=8RDSnRolrhA>

Write up a short description and “how to”. These will be included in your camp folder to have with you at camp.

Work with your table group to select, practice and be ready to share your icebreaker.

We will share icebreakers after lunch.

You will have about 30 minutes to get started researching right now.

# Inner you vs. Outer you activity:



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## Courageous conversations: THE FOUR AGREEMENTS

- **STAY ENGAGED:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59)
- **EXPERIENCE DISCOMFORT:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
- **SPEAK YOUR TRUTH:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
- **EXPECT AND ACCEPT NONCLOSURE:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

- **Setting: First Day of School**
- **What do my students see?**
  - White, Female, Brown Hair
- **What might my students assume?**
  - She will be . . . (based on their prior experience with a person or teacher who looks like me.)

***THIS IS MY OUTER ME.***

The bottom of the slide features several decorative, wavy horizontal lines in shades of light blue and orange, creating a modern, flowing aesthetic.

# YOUR OUTER YOU

- **Setting: Meeting Your Cabin Group**
- **What will they see?**
  - ❑ Create a mental list of physical characteristics.
  - ❑ Do you think your cabin group will assume anything about you?
  - ❑ How might your students feel?
- **Create a box.**
- **On the outside of the box, label/draw how people view you.**
  - ❑ Ex: White, Female, Teacher, . . .

*(Your box and labels should be done in 10 minutes.)*

***YOU WILL BE SHARING THESE BOXES WITH YOUR TABLE!***

## YOUR INNER YOU

*"There is more than meets the eye."*

- Inner You = Object
  - Values, Culture, What is important to you
- Create a small picture of something special and unique that others might not know about you and place it inside the box.
- Share with your table group.

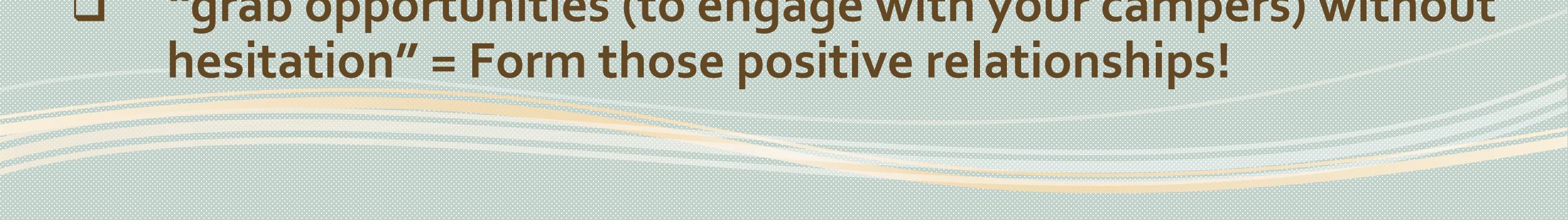
As you share, try to connect your "Outer You" to your "Inner You."

- My cabin group may assume that I . . . (outer you), but I really . . . (inner you).
- I want my cabin group to know that I value . . . (inner you).
- My cabin group may assume that we have nothing in common (outer you), so I want to show them that \_\_\_\_\_ is also important to me (inner you).
- Other Ideas?

**SHARE WITH THE WHOLE GROUP:**

*How will you show your cabin group your "Inner You?"*

# FINAL THOUGHTS

1. **Check your assumptions -> Outer Camper vs. Inner Camper**
  2. **Find Commonalities and Form Positive Relationships**
    - Many of our students are relationship-driven.
    - You have a limited amount of time to form these relationships.
  3. **Lean In**
    - Listen to understand, not to prove your assumption
    - “grab opportunities (to engage with your campers) without hesitation” = Form those positive relationships!
- 



This is an opportunity to learn a bit more about the details of camp and camp life from former exemplary counselors. Please take note of any questions you may have as we watch together.

## Science classes at Orkila:

<https://drive.google.com/file/d/1MgebeAld1BZ8yJeCeR4BilrS7zskPzj4/view>

**What do you think is the most important action you can take in the classes?**

## What happens at Orkila:

<https://drive.google.com/file/d/13unnXoRbz8YHOi8GtCLkKqELUVneFl48/view>

**What questions do you still have about the schedule for our time at Orkila?**

# Behavior Modification I


A way to deal with this is to gently but continuously remind them of what they should be doing. It's important to stay in charge when a kid is acting out, and to not let their actions control you or the group.

~ Odle 2018 counselor



# Behavior Modification I

The keys to managing student behavior are:

1. **Set up ~ sharing vision and setting clear expectations help kids understand what they should be doing.**
  2. **Positive reinforcement...the key to walking the line between friend and disciplinarian.**
  3. **Behavior modification techniques..2 simple strategies!**
  4. **Follow-up and asking for help....**
- 

# Positive reinforcement:

What is positive reinforcement?

<https://www.youtube.com/watch?v=rSdrMbpwyLU>

But seriously....how can you use positive reinforcement at camp?  
Jot down specific ideas you see or hear as we watch this next short film:

<https://www.teachingchannel.org/video/positive-reinforcement-class-participation>

\*Share some of the ideas you jotted down at your table...



# Behavior modification techniques:

Use these simple strategies in this order:

1. Proximity and modeling together: *move next to the student and do what they are supposed to be doing*
2. Gently but firmly remind students of what they should be doing & refer to expectations, if applicable: *"Right now we are getting ready to go to breakfast. Remember that we agreed in our expectations that we would all try our best to be on time."* This strategy can be used as often as you feel comfortable.
3. If positive reinforcement and these 2 simple but effective strategies are not working, it's time for... *"if you can't follow our expectations, I will need to let your teachers know that you are having trouble..."*

**Pick one of these to try while you're leading your icebreaker!**



# Asking for help:

You should ask a teacher...


# Whenever you have a question!

There literally is no bad question or no bad time. Our job is to support and help YOU.

Other \_\_\_\_ staff have other jobs at camp but this is *our* job ~ to support and assist you!



# Icebreaker practice:

- Run through your icebreaker several times.
  - Take turns leading.
  - Leading an Icebreaker, especially an active game, is much more difficult than it looks. If you don't practice, you may have trouble!
  - Discuss with your group where you might have problems and try to plan ahead for those challenges!
- 

# Behavior Modification II: Camp Puzzle

- You have an opportunity to complete a puzzle. 😊
- As the questions come up, read them quietly to yourself. Select your answer and place the letter in the matching box....it's good to talk quietly with your group but whisper because you don't want to give it away!
- We're not trying to "trick" you but some of these are challenging...think to yourself, "what is the BEST answer of these two?".
- When we are finished we will go back through and check....

# #1

*You have a camper who is really, really homesick, crying all the time, won't participate in anything. Your best strategy would be:*

**Y** : pay extra attention to the student, keep them as busy as possible and let an Odle teacher know that the student is having trouble

**S** : tell them they can call home after dinner and get everyone in the cabin to pay them lots of extra attention

## #2

*A camper wakes up the in the middle of the night vomiting, crying with a fever or is somehow injured. You should:*

**B** : have two other campers help you move the sick child to the closest adult help, either at Smith in South Camp or the Lodge or Wally Fisher.

**A** : stay with the sick camper and send the other counselor to run for help to the closest adult.

## #3

*A camper is actively non-compliant in class, talking back, being rude, pulling kids off-task and generally disrupting the activities. Why do you think they are doing this and what should you do first?*

**P** : the camper is uncomfortable and afraid so they are acting out as a defense. First, I should consult with the Orkila Instructor and brainstorm some ways to make the student feel valued or extra involved.

**M** : the student is probably kind of spoiled at home and I should first try giving them a time-out and a stern talking-to.



## #4

*A camper is swearing frequently and really upsetting other campers. The best strategies to try would be:*

**H** : I should ignore the student and then maybe talk to them one-on-one, if ignoring doesn't work.

**C** : I should speak to the student privately and remind them that swearing is against school rules and if it continues I should ask an Odle teacher for help.

## #5

*A camper wets the bed. How do I handle this?*

**R** : don't say anything to the camper about the incident (they may not tell you) and try to make sure the other campers don't notice. Then tell an Odle teacher as soon as possible.

**T** : roll up the wet bedding and bring it to the lodge for the Orkila staff to clean.

## #6

*A camper is being passively non-compliant: refuses to talk, refuses to participate, just sitting or standing. Why are they doing this and what should I do first?*

**N** : They are probably shy and homesick so I should speak to them privately and try to cheer them up, maybe get them involved.

**M** : There could be many reasons ranging from shyness to depression. I should watch over the student carefully but notify Odle staff immediately.

## #7

*A camper is bullying other kids by calling names, making fun of them or leaving them out. What would be the best approach for this problem?*

**Y** : I should remind the camper of the cabin expectations and Odle rules by speaking to them privately and then I should notify an Odle staff member as soon as possible.

**H** : I should remind the camper of the cabin expectations and Odle rules by speaking to them as soon as possible and I should give them a consequence like no dessert at dinner.

## #8

*A group of campers gets into a physical fight during Open Recreation Time. What should I do?*

**A :** Break it apart, sit the kids apart from each other and speak to each one separately about following the rules and appropriate behavior.

**E :** Call out, “stop!” and get help immediately from the closest adult, either Orkila or Odle staff. Keep other students away.

## #9

*A camper refuses to make new friends in his/her cabin group and keeps wandering off to see friends in another cabin group. I should...*

**A :** Work with my cabin co-counselor(s) to engage the camper in leadership roles, do some extra icebreakers and actively include them in what we are doing. Let an Odle staff member know.

**E :** speak to the camper privately and remind them that they are supposed to stay with their cabin group. If they don't they will have a consequence like missing out on Rec Time.



## #10

*A camper makes fun of the cabin vision & expectations, saying that it's stupid and a waste of time. He/She actively encourages other kids to ignore it and do what they want. What should you do first?*

**T** : speak to the camper privately and encourage them to be nice to the other kids in the group. Try an extra icebreaker! Get your co-counselor to talk with them privately, too.

**S** : have a cabin meeting and go over the vision & expectations, reminding campers why you all chose the items on it. Try an extra icebreaker! Let an Odle staff member know that the camper is being defiant.



YAY CAMPERERS!

# Camp Puzzle Wrap Up!

What questions do you have?

# Icebreaker presentations Feedback:

- Step 1: Complete the rubric, taking notes so that you remember.

## HOMEWORK:

- Step 2: Using a cell phone or your student laptop, videotape your team sharing your feedback.
- Step 3: Send your short (1-2 minutes or less) feedback video to your instructor at: \_\_\_\_\_ . Please make sure to include which team this video feedback was created *for*. It will be uploaded to the YouTube channel as "Icebreaker Eval for \_\_\_\_\_ (names here)".
- Step 4: Look for an email from your instructor with the YouTube channel link. Watch your video for some helpful feedback!
- Step 4: Thanks for your active and positive participation! 😊

This is what the other team will be looking for as you present...

Keep in mind that feedback is only helpful if it is given in a positive, helpful spirit!

### Icebreaker Scoring Rubric

Please take the time to score the team's presentation carefully and thoughtfully. Think to yourself, *"What would I like to receive as feedback?"*.

Full names of all members of the team you are observing:

Criterion	3 = Yay!	2 = Getting There	1 = Needs more work before you share with kids.
The directions were clear and easy to understand. We totally knew what to do!			
The activity was fun and pretty low risk. 6 <sup>th</sup> Graders will enjoy this one!			
The activity is versatile and could be played with 8 kids or 30 kids.			
The activity will travel well. It doesn't need lots of props or complicated supports.			

# **Icebreaker presentations:**

**For presenting icebreakers, we will randomly choose groups.**

**We will also randomly select the evaluating team. Be ready!**

**Please be a great audience and actively listen as well as actively participating.**



# Icebreakers: *what's next?*

After reviewing your video feedback (we will send you a link)....

- You should do 1-2 icebreakers at Meet & Greet, after sharing your vision and soliciting input from campers.
- You should do at least 1 icebreaker on the ferry, along with completing your cabin behavior expectations.
- You should do several icebreakers during the first day in other down times, such as on the bus, waiting for the ferry or after dinner at camp.





## Clearing the meadow:

- \*bathrooms
- \*showers
- \*skits
- \*luggage
- \*what have we not yet answered for you?

# Homework:

1. Complete your team Icebreaker evaluation video and post it to YouTube so that the other team can get helpful feedback!
2. Check email frequently!
3. Get together with your partner(s) and plan your Vision & Expectations AND your first 3 icebreakers.
4. Get your pre-arranged absence form completed by May 17<sup>th</sup>.
5. Meet & Greet on May 24<sup>th</sup> ~ Please arrive by 2:00. Plan to stay until 4:00.