



DISCOVERER

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SURVIVAL GUIDE

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**KIDVENTURE  
SUMMER CAMP**

**est. 1994**

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# THE KIDVENTURE WAY

At Kidventure, the core of our mission is to help build the self-esteem and self-worth of every child. We do this in many ways, but above all, we do it by treating everyone and everything we encounter with the highest amount of respect. We're teaching and modeling strong character for our campers. They do what they see, and we want them to see role models!

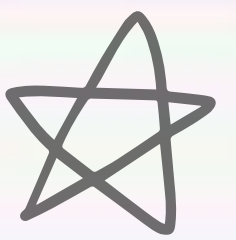
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## *Play*

Yes, you have a job and responsibilities to take care of at camp, but that doesn't mean you shouldn't find joy in it. It is good for it to be obvious that you are enjoying yourself while you're with campers. In fact, it's expected! Make sure that your kids are safe and that you don't lose sight of KV procedures while you're at it.

2

## *Set a Great Example*



If we expect our campers to act in a certain way, we should be doing the same! If we want them to have energy, show energy. If we want them to be listening to the counselor or director speaking, we should be listening to the counselor or director speaking and not talking to other staff members.



# THE KIDVENTURE WAY

3

## *Do More Than Expected*

If you see something that needs to be done, and you can do it, please do! Even if it's not your assigned duty, or if you know who's responsible, lend a helping hand. Throw that leftover trash from lunch away if you see it when you're walking through the lunchroom. Open the door for the counselor bringing in equipment from Splash Day. See anyone that needs a hand? Lend it!

4

## *Act with Integrity*

If you make a mistake, own it! We love mistakes because they offer a learning opportunity and help us discover better ways to do things. Though there are some mistakes that can't be made, especially regarding camper safety, we want you to know that you've got support from your supervisors if you need help figuring out how to do something!

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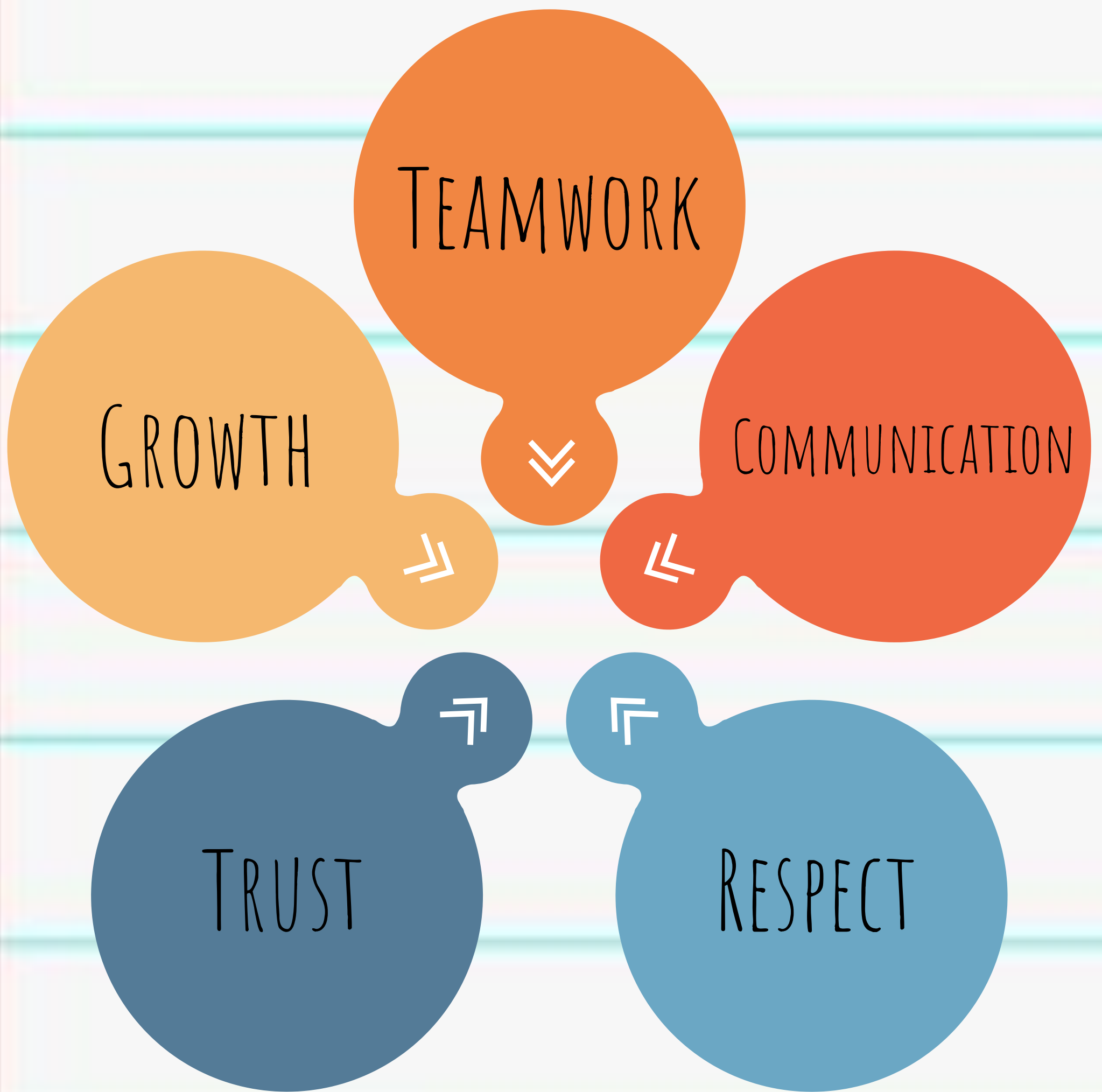
## *Be Creative, Be Yourself*

We hired you for a reason. We want you to be yourself and bring your ideas, talents, and energy to camp. If you have a suggestion, make it. We have so many different kids at camp, they each need role models, and your unique traits are perfect for someone!



# KV'S UNIFYING PRINCIPLES

The KV Way extends beyond summer. To truly embody the spirit of camp, these unifying principles should be practiced throughout the year!

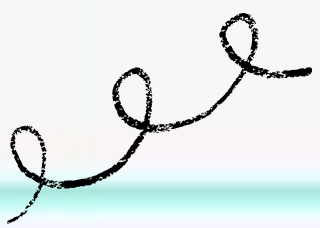


# PROFESSIONALISM AT CAMP

**We have many employees with varying backgrounds of professional experience. We recognize for some, this is their first professional job, so we want to set our professional expectations.**

## *Punctual*

**You are needed and needed on schedule.** When you are late you are forcing others to bear the weight of your job until you arrive, which may cause us to be out ratio and create an unsafe environment.



## *Look the Part*

**Take pride in what you do and dress to impress,** put your best out there every day. Just because we are in athletic gear does not mean we can't look awesome in the process.

## *Preparation*

Doctors spend 8-10 years preparing for what they do. We do not expect that kind of preparation, but you do have to be organized and prepared for your day. **Know your shift time, your job duties, activities, field trips, and other things going on that day, and be ready for them.** If you have a water day or dress-up day, come ready to jump in and have fun.

## *Ask Questions, Seek Answers*

Being professional means doing what is needed to fully understand expectations. You can ask clarifying questions or if you have no idea, just ask. Seeking answers and solutions is how we become proactive so that we can be prepared and lead confidently. **We want you to ask questions and seek guidance so that we are prepared and can alleviate possible issues later.**





# PROFESSIONALISM AT CAMP

## *Drive & Determination*

Have the drive to do things and do them right. There are a lot of ways to cut corners, save time, and maybe come out on top in the short term but we want to make sure we do things the right way. **Go the extra mile to make sure we are doing our best in every given situation.**

## *Servant Leadership*



Understanding the bigger picture outside of ourselves. A great leader understands that it is not about them but those around them. **Be a team player; if you finish your job duty and see a co-worker still doing theirs, lend a hand.** Always look to lend a hand and ask what else can be done.

## *Attack Challenges, be Solution Focused*

**There will be times when things do not go as planned.** Whether it is a co-worker that you do not like, someone being unjust, an angry parent, a project that tanked, we want to dive in and attack the issue to find a solution. Attack the challenge, identify the issue, and find a solution to resolve what is going on. Instead of focusing on the challenge, work to focus on finding a solution to the challenge.

## *Be Transparent*

Be transparent about what we are working on, what we do well, and where their challenges and concerns lie. We must remember to be respectful and remember the overall mission we are trying to accomplish. **We can be transparent and truthful while being tactful and respectful to everyone involved.**

# EVALUATIONS



**It is Kidventure's goal to complete evaluations with all staff 2 times in the summer. Counselors, Directors, and Managers all participate in evaluations throughout the summer.**

**Evaluations are a time to learn and grow in our respective fields. They are also a time to ensure that staff understands the expectations set forth. Kidventure's goal with evaluations is for them to be an open dialogue between the "supervisor" and the "supervisee." When both parties walk into an evaluation, nothing on the evaluation should be a surprise.**

*"Without feedback, there can be no transformative change. When we do not talk to the people we are leading about their strengths and their opportunities for growth, they can begin to question their contributions and our commitment. Disengagement follows."*

*-Excerpt from "Daring Greatly" by Brene Brown*



# EVALUATIONS



**At Kidventure, our goal is to give feedback that will help inspire growth and engagement in our staff. We should also be open to receiving feedback and learning to receive that feedback without becoming defensive.**

## *How can you get there?*

1. Normalize discomfort (learn to be comfortable being uncomfortable)
  - a. Be aware that evaluations and tough conversations are not only uncomfortable for the person giving but also the person receiving the evaluation.
2. Stay open and lean into the discomfort
  - a. Be aware when you are becoming uncomfortable and lean into that. Stay open and willing to hear the other person.
3. Focus on strengths
  - a. Tap into one another's strengths and use those to help challenge our areas of growth.
4. Be honest with yourself
  - a. Evaluations and feedback may sting because it exposes our weaknesses or areas of growth. But it is important to reflect and be honest in our areas of growth.

**You got this!**



# EVALUATIONS

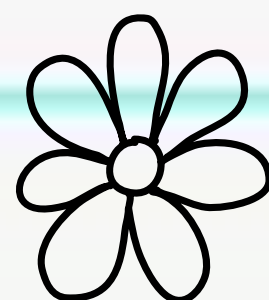


## Helpful Tips

### *Not a time to be Perfect*

Don't expect the eval to be perfect. There is a lot that goes into working camp and working with kids. The truth is you will probably be very strong in some areas and may need some help in others. This is okay! Take from it and grow as a counselor, and as a professional.

### *Time of Growth*



Approach the evaluation as an opportunity to grow and a time to push yourself to new heights. Even if you are the greatest counselor, a good director will look at all your strengths and push you to grow stronger in an area

### *Seek clarification*

If you're not sure why you received a certain score, then ask. The evaluation is only useful if you come away with a clear understanding of what the expectation is and how you can improve.



### *Ask for Help*

We want you to succeed! If you feel like you need help in a certain area this is a great opportunity to ask. Walk away with concrete things you can do to improve your performance.

# EVALUATIONS



## Helpful Tips

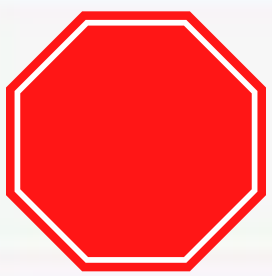
### *Develop a Game Plan/Goals*

Ask specifically how you can improve and give yourself a timeline to get there. Plan to follow back up with your director and ask for feedback on your progress.

### *You can Disagree*

It is ok to disagree with pieces of the evaluation. If you disagree with something that is discussed, we encourage you to do the following.

- Ask for specific examples of times you did not meet those expectations.
- Ask for time to take in what is being discussed and be honest with yourself. If you still disagree with your score, ask to discuss your concerns with the Director. Just because the evaluation has ended does not mean it cannot be reopened and discussed more.
- Note the times where you feel you have met the expectations and discuss those examples.



## **DON'T FORGET:**

**If you feel you are getting defensive, ask for more time to process the evaluation. Once defensiveness enters the discussion, we begin to close ourselves off to important feedback and begin to enter fight or flight mode.**



# DISCOVERER CAMPERS

**Kidventure has a 3-5-year program called the Discoverer Program (wear blue camp shirts), and that is exactly what this age group does and needs. They are discovering the world around them, what we bring to them (i.e. various activities, guest speakers, etc.) is an introduction to the world around them.**

**This program will need much more guidance and repetition, to learn the very basics of a game. Some of the youngest will not even understand how to walk in a straight line or follow behind another camper. As they get to the 4's and 5's this may become better understood.**



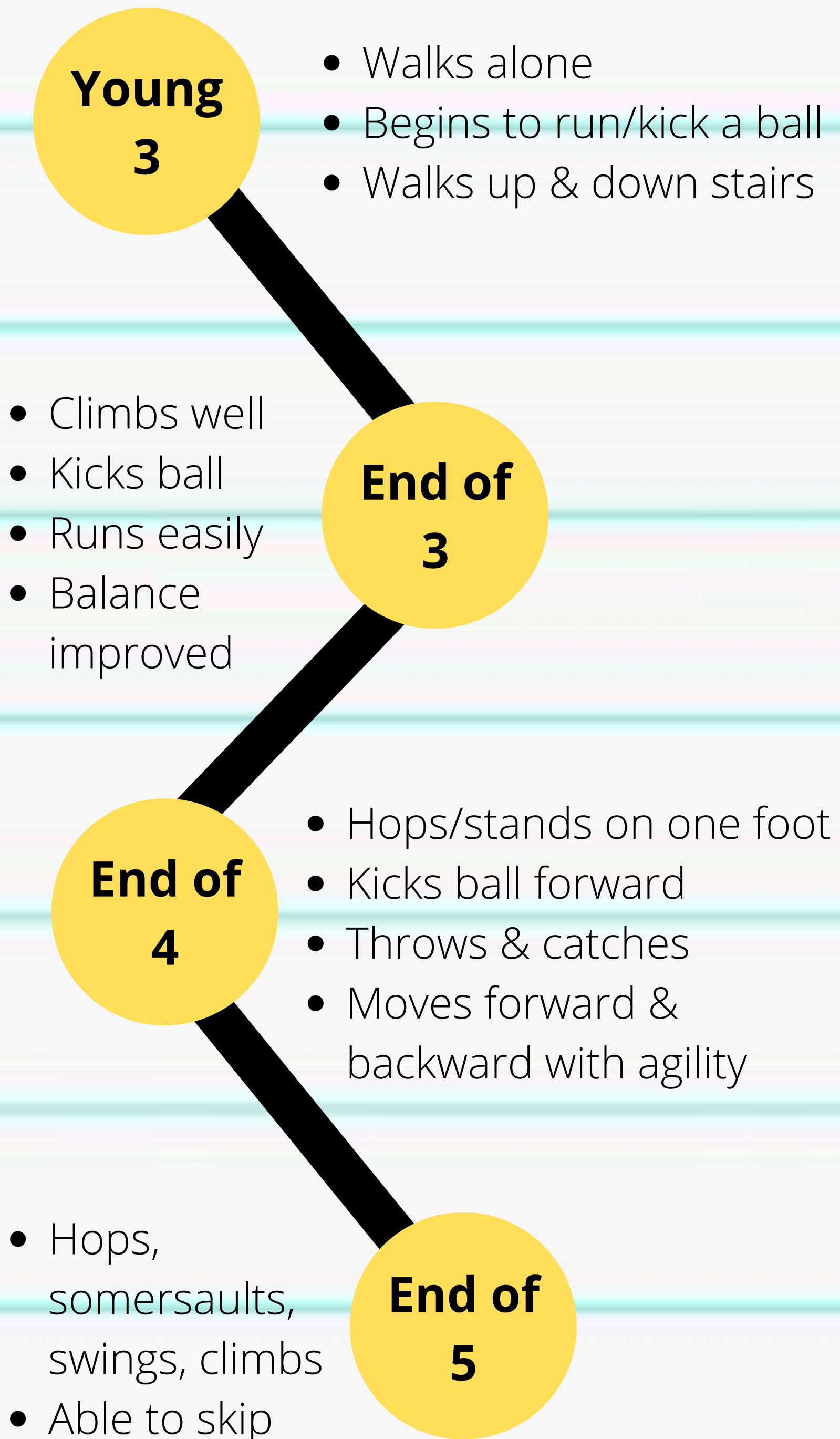
**BE  
CONSISTENT  
PRACTICE  
PROCEDURES OFTEN  
BE  
PATIENT**

# DISCOVERER CAMPERS

## Developmental Milestones



### MOVEMENT END OF 5



# DISCOVERER CAMPERS

## Developmental Milestones



### EMOTIONAL END OF 5

**Young  
3**

- Demonstrates increasing independence
- Begins to show defiant behavior
- Episodes of increased separation anxiety

- Expresses a wide range of emotions
- Objects to a major change in routine

**End of  
3**

- Views self as a whole person, involving mind, body, & feeling
- Often cannot distinguish between imagination & reality

**End of  
4**

- Able to distinguish imagination from reality
- Sometimes demanding & sometimes cooperative

**End of  
5**



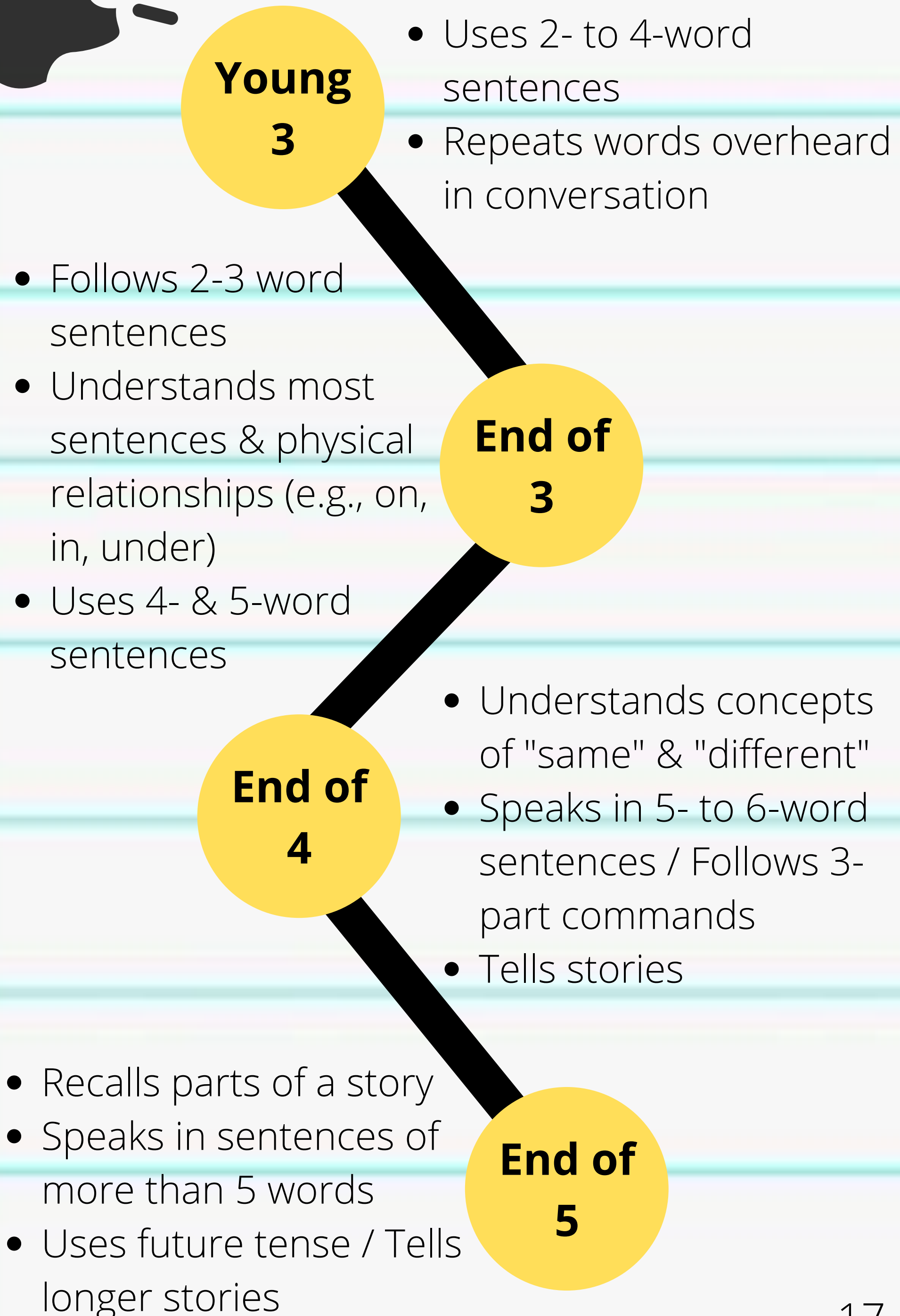
# DISCOVERER CAMPERS

## Developmental Milestones



### LANGUAGE

END OF 5



# DISCOVERER CAMPERS

## Developmental Milestones



### SOCIAL

END OF 5

**Young  
3**

- Imitates behavior of others

- Can take turns in games
- Understands concepts of ownership (e.g., mine, his, hers)

**End of  
3**

- Interested in new experiences
- Increasingly inventive in imaginative play
- Dresses & undresses
- Negotiates solutions or conflicts

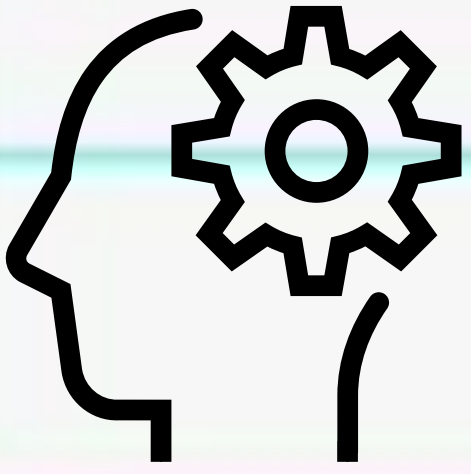
**End of  
4**

- Wants to please & be like their friends
- More likely to agree with rules
- Likes to sing, dance, & act
- Shows more independence

**End of  
5**

# DISCOVERER CAMPERS

## Developmental Milestones



### COGNITIVE

END OF 5

**Young  
3**

- Finds objects
- Begins to sort shapes & colors
- Begins to do imaginative play

- Plays make-believe with dolls, animals, & people
- Sorts objects by shape & color
- Completes 3- to 4- piece puzzles

**End of  
3**

- May know a few numbers & colors
- Approaches problems from a single point of view
- Better sense of time

**End of  
4**

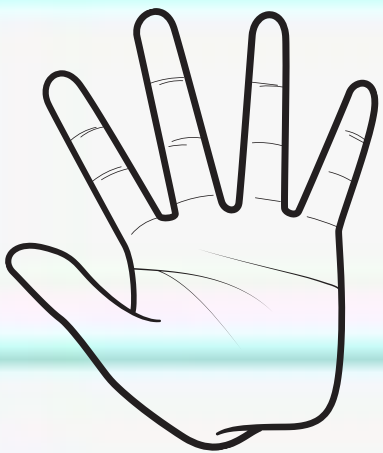
- Can count 10+ objects
- Correctly names at least 4 colors
- Better understands the concept of time

**End of  
5**

# DISCOVERER CAMPERS

## Developmental Milestones

### HAND & FINGER SKILLS



**Young  
3**

- Scribbles
- Builds towers of 4+ blocks

- Makes vertical, horizontal, & circular strokes with a pencil
- Turns book pages one at a time
- Builds a tower of 6+ blocks
- Turns rotating handles

**End of  
3**

**End of  
4**

- Draws a person with 2-4 body parts
- Uses scissors
- Draws circles & squares
- Begins to copy some capital letters

- Copies triangles & other geometric patterns
- Draws a person with a body
- Prints some letters
- Dresses & undresses without assistance
- Uses a fork & spoon

**End of  
5**

# COUNSELOR ROLE

**This section is designed to provide tools, give expectations in understanding, and create a plan for working with the Discoverer Program.**

**It will take a combination of methods and tools to be successful and should not be limited to what is listed here. Create goals and know what the game plan is to help campers learn, grow, build self-esteem, and have fun.**

## *Set Campers Up to Succeed*

Support camper's growth and development with activities and materials that engage and challenge them. Do not expect a camper to sit quietly for 10 minutes or a group of campers to sit next to each other without talking--most likely they will not succeed. Instead, if they will be sitting for an extended amount of time, sprinkle in some energizers to allow them to get some wiggles out and be able to meet the expectations.

Ensure we are doing activities that are age-appropriate so that campers are not getting bored or overwhelmed and in turn acting out.

## DID YOU KNOW??

Anxiety is a major reason for misbehavior, but it doesn't always present itself as anxiety/worry.

# COUNSELOR ROLE

## *Create Structure*

Routines will need to be taught consistently and often. Routines and daily schedules will help you and the camper know what to expect each day. Schedules should be structured the same each day, so campers begin to learn and know what is coming.

FOLLOW THROUGH

PREDICTABILITY

CONSISTENCY

## *Keep things positive!*

Rewards and praise for following routines and rules make it more likely that a camper will follow those same routines and rules.



# COUNSELOR ROLE

## *Be Aware of Overstimulation*

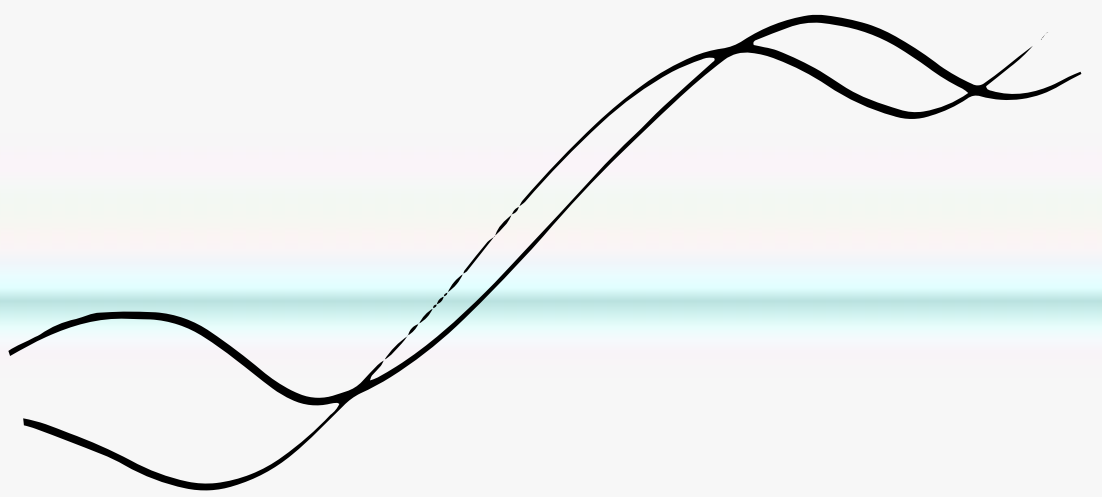
Camp can be a place of sensory overload for some (we can be loud, have a lot going on, long days, etc.) so be prepared and have tactics in place to prevent and/or assist a camper that might be prone to or experiencing overstimulation.

Overstimulation occurs when a camper is flooded with more experiences, sensations, noise, and activity than they may be able to cope with or process at the moment. When a camper experiences overstimulation they may not know how to deal with what they are feeling or articulate their emotions and therefore act out.

**Campers can be overstimulated by anything-sound, taste, sight, touch, smell, movement, and pressure on joints!**

## Signs of overstimulation:

- Crankiness
- Tantrums
- Meltdowns
- Aggression
- Hyperactivity
- Wild Excitement



## DID YOU KNOW??

Campers process information slower than we do, and too much input to process stimulates meltdowns.

# COUNSELOR ROLE

## Solutions:

- Allow the camper to take a break from the overload
- If you know what is causing the overstimulation you can assist the camper by allowing them to take a break from the overload (*e.g. if opening ceremonies is too much for the camper, step out of the room with the camper until opening ceremonies are over. Do not leave the camper alone and stay in a public area.*)
- Breathing exercises
- Drinking water
- Going for a walk
- Refocusing on an object
- Additional Calm Down Techniques on pages 32-33 of your Survival Guide

## Positive & Effective Communication

Praising the camper's actions when they do something positive can make a large impact on the camper and their time at camp. The more you praise a behavior, the more likely it is they will behave the same way again.

## Active Listening

This can go a long way in letting a camper know that you hear them and understand what they are saying. Be sure to get on their level and look them in the eye—do not stand tall above them and talk down to them.





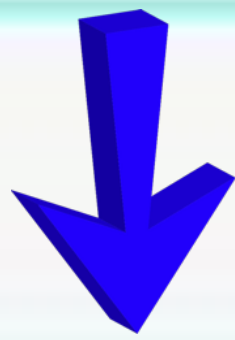
# COUNSELOR ROLE

## *Active Listening*

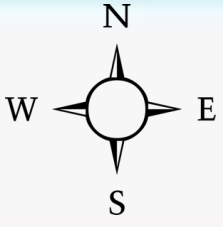
This can go a long way in letting a camper know that you hear them and understand what they are saying. Be sure to get on their level and look them in the eye—do not stand tall above them and talk down to them.

**See the image below for Key Active Listening Skills**

Active Listening is an important skill to learn and apply with campers, parents, and co-workers. Active listening is concentrating on what is being said rather than just passively “hearing” the words being said.



# COUNSELOR ROLE



## *Give Good Directions*

This will reduce the chance that a child forgets and/or misunderstands what you have told them and allows for a smoother rotation.

**Ensure you have the camper's attention before giving further instructions!** Do not try to talk over the campers. For more information on Attention Getters, review in Survival Guide.

## *Be clear*

Before you enter a classroom instruct the campers where you want them to sit and what you want them to do with their hands. "Please go sit Crisscross applesauce on the carpet and put your hands on your hand until I give further instructions")

**AND THEN.... Have campers repeat the direction back to you.**

Counselor "We are going to go in the classroom and sit in a chair with our hands in our lap". Then ask campers: "What are you going to do when you go into the classroom?" Campers repeat, "We will sit in a chair with our hands in our lap."



# COUNSELOR ROLE

## *Give one direction at a time*

Review the Example above—the example gave the campers directions on what to do when they go in the classroom. You can give another direction and so on. **See the developmental milestones chart above for more understanding.**

## *Be a role model*

Do what you say you want your campers to do. If we are asking the campers to be quiet, we should not be talking to another counselor. If we want the campers to pick up the toys or clean up their lunch areas, be there with them doing the same thing.

**They are watching us and will repeat what we do.**

## *Model good listening skills*

During activities give positive praise for good listening skills from campers and make sure we are listening when campers are talking to us. **If we do not display or model good listening skills, how can we expect our campers to?**

## *Teach emotions to foster empathy*

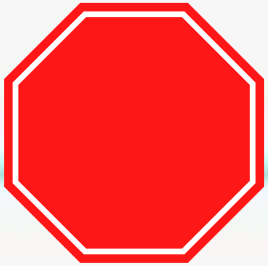
This is an age where some campers may need to learn their emotions and we can help teach them what they may be feeling. Identifying and learning their emotions can help tremendously in the quality of the camp.



# COUNSELOR ROLE

## *Engage and Interact!*

Play with the campers! Camp should be FUN for you and your campers. **Get on their level and play...**if we do this, they are much more likely to respond to us as a counselor.



## **DON'T FORGET:**

*There is a line. You need to play with campers, but you must make sure there is a level of mutual respect.*

*We should be playing with our campers within the rotation but also paying attention to the bigger picture of your group and noticing when the campers may be getting out of control, and you need to step out of playing the game to regain control of the group.*

## What does engaging with campers look like?

- Talking with campers
- Situational Awareness/Being aware of what is going on around you
- Getting on the campers level and playing with them
- Being present and attentive



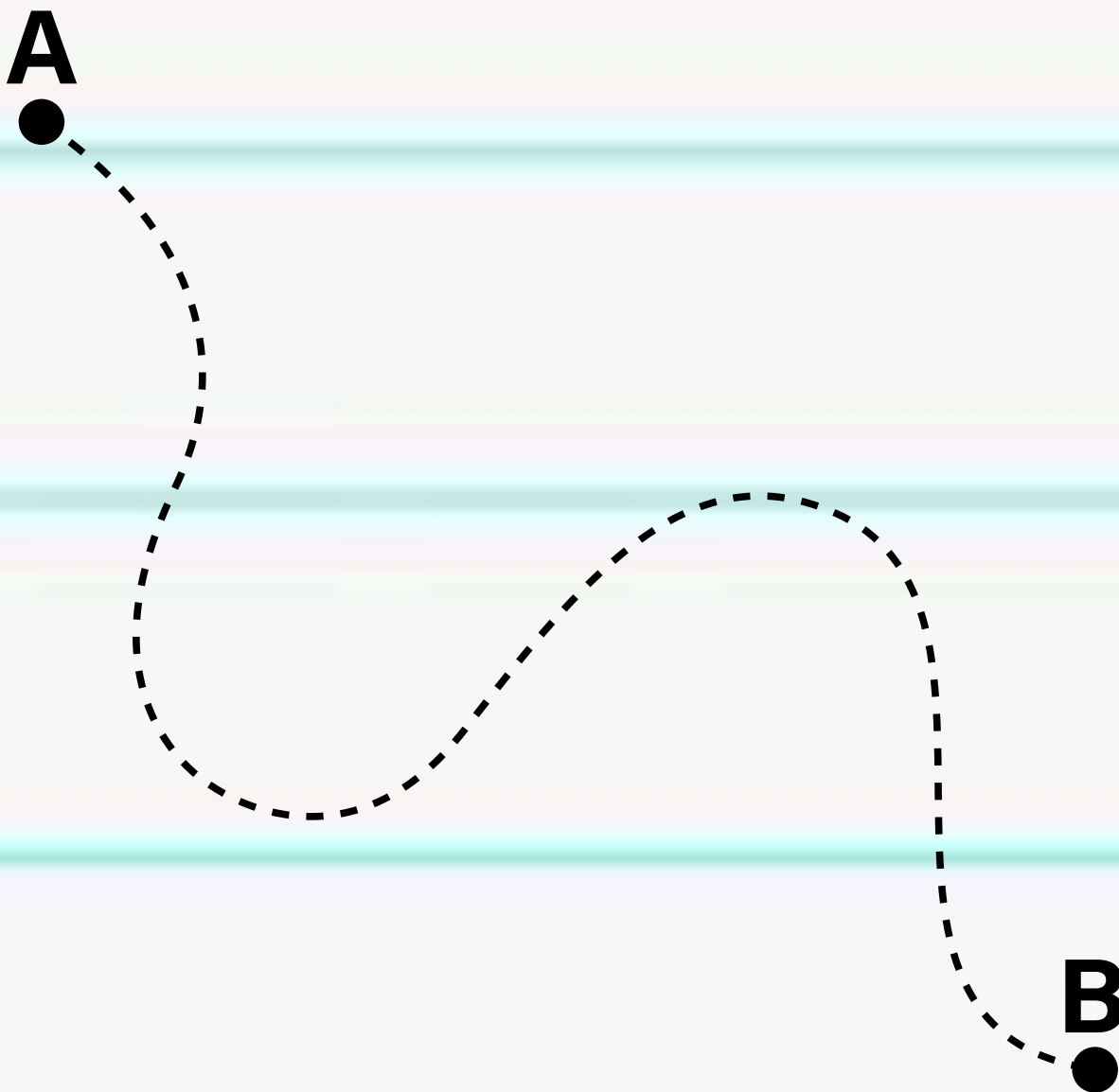
# TRANSITIONS & ATTENTION GETTERS

## *Transitions*

**An action or movement that helps move children from one activity to another.** If some of our youngest campers have never been in a school/camp program then transitioning may be a skill the campers will need to learn. A few examples are activity to restroom breaks, carline to camp day, etc.

## *Counselor's Role in Transitions*

**Counselors must be patient and clearly explain expectations to our campers.** If we do not do our job of clearly explaining expectations to campers, what they need to do pre-transition, during the transition, and post-transition, the transitions will suffer, and those involved may get frustrated.

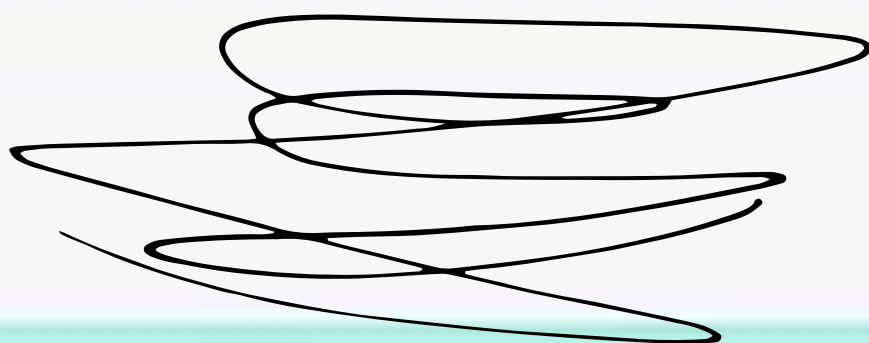
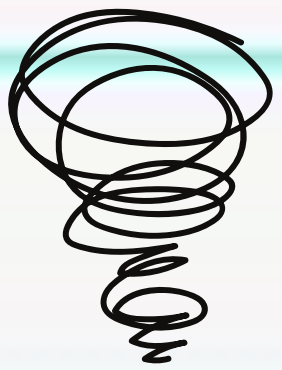


# TRANSITIONS & ATTENTION GETTERS

## Tips for Smooth Transitions

### Pre-Transition

- Consider what campers and counselors will do during this time
- Which counselor is responsible for leading the activity and which counselor will help get campers adjusted and to where they need to be?
- Provide verbal and nonverbal cues
- 5 minutes until snack, show pictures for the next activity, ringing a bell
- Ensure we are allowing adequate time to finish activities, so campers do not become frustrated by an activity ending too soon and being unable to complete what they were working on.
- Have a plan for those campers who finish quickly so they are not waiting without something to do
- If some campers finish picking up their materials quickly, might they play a small game while waiting for other campers to get up and finish picking up their materials?
- Teach campers the expectations and what you want them to do during the transition
- Staying quiet, cleaning their area, how to line up, etc.
- Minimize the number of transitions in which all children must do the same thing at the same time
- Do all campers have to go to the restroom at the same time??



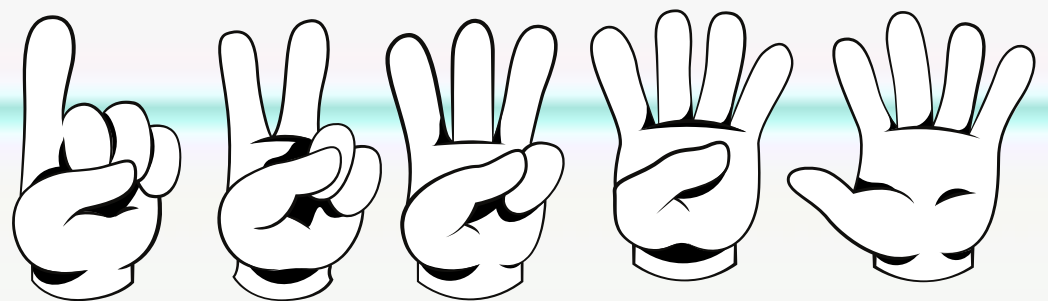
# TRANSITIONS & ATTENTION GETTERS

## Tips for Smooth Transitions

### During Transition

Sing songs, play word or guessing games, recite rhymes, do trivia, etc. Some examples are:

- 5 finger bingo
- Guess the Animal
- Eye Spy
- Repeat after me songs
- Counting
- Alphabet Song



### Post Transition

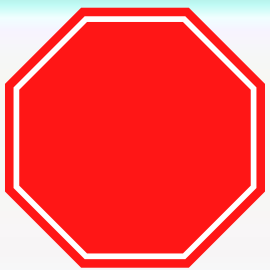
- Provide positive attention to campers following smooth transitions
  - When campers pick up sports equipment without much prompting, tell them this shows how well they take care of their “things”/respect their surroundings and how much you appreciate their working independently.
- Give very specific feedback
  - I noticed Nicholas and Jorge helped clean up the art centers and move to the line quickly, this really helped us get ready to move to our next rotation.



# TRANSITIONS & ATTENTION GETTERS

## Attention Getters

An important piece of transitioning our campers is getting their attention prior to transitioning. Getting the camper's attention effectively is an important tool because it will allow you to give campers expectations clearly and effectively. You will find what works for you but not without practice and making mistakes.

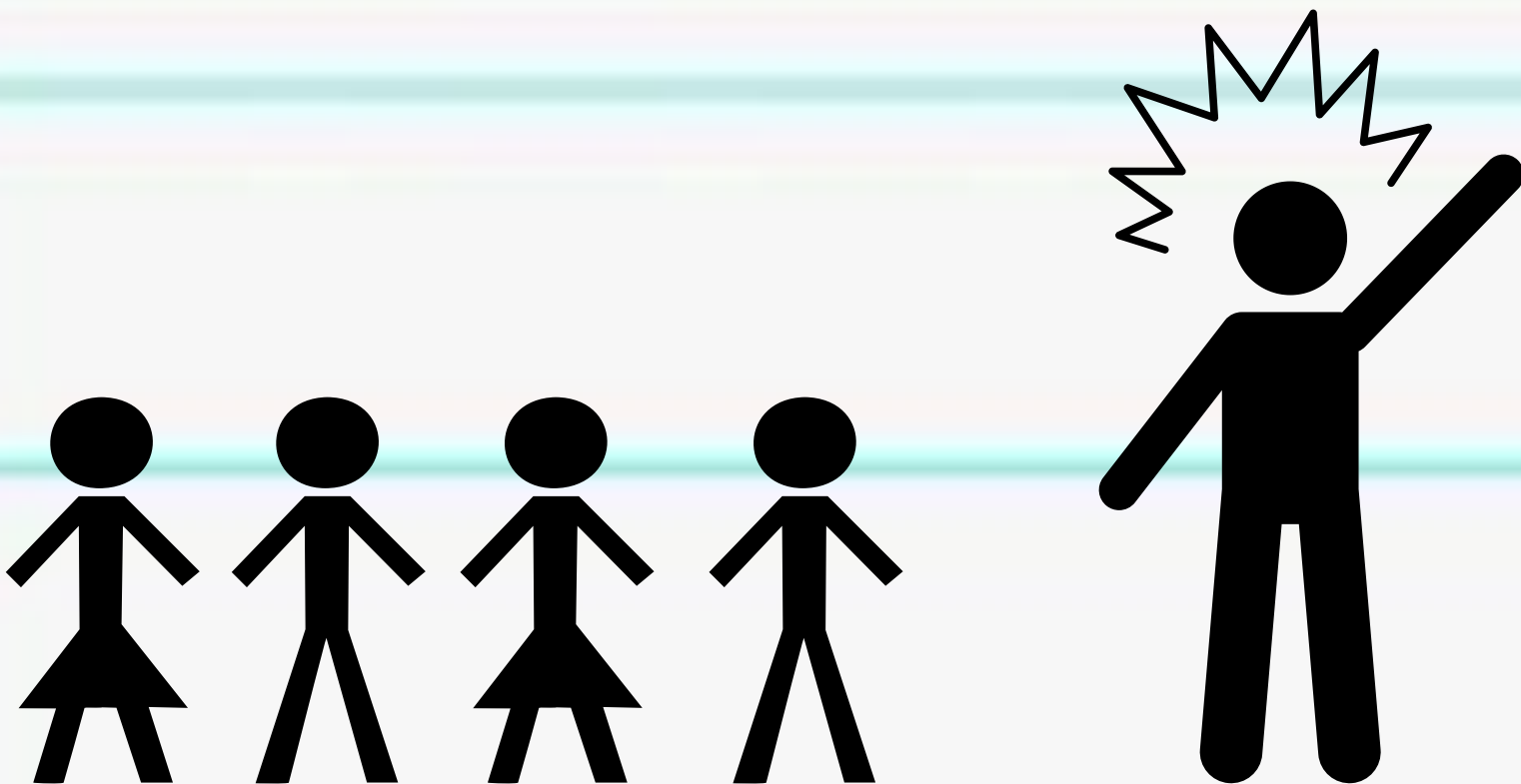


## **DON'T FORGET:**

***It is important to realize that these are skills that can and should be practiced, learned, and incorporated into every counselor's repertoire. To become good at anything you must practice and make mistakes along the way. Keep trying, do not give up and in time these techniques will become second nature!***

## What are Attention Getters?

**A technique to get a large group's attention.** Many resources can be found in this survival guide and online.





# TRANSITIONS & ATTENTION GETTERS

## *Attention Getters Ideas*

An important piece of transitioning our campers is getting their attention prior to transitioning. Getting the camper's attention effectively is an important tool because it will allow you to give campers expectations clearly and effectively. You will find what works for you but not without practice and making mistakes.

### **COUNSELOR:**

### **CAMPERS:**

Hands on top		Now we stop!
Chicka chicka		Boom boom
Camp, camp		Yes, yes
to infinity		And beyond!
Hold on		Wait a minute
Hocus pocus		Everybody focus!
Macaroni and cheese		Everybody freeze!
Countdown with campers		5, 4, 3, 2, 1
1, 2, 3: Eyes on me		1, 2, 3: Eyes on you
Zip your lips		Hands on hips
Hands in the air		Like you just don't care!
Abra		Kadabra
Peanut butter		Jelly time
Pop pop		Corn
Ready to rock		Ready to roll
3, 2, 1		Clap!
Alligator, alligator		Chomp, chomp

# TRANSITIONS & ATTENTION GETTERS

## *Purpose of Attention Getters*

To grab the camper's attention and give them further instruction and set expectations for what is to come.

**Be sure to TEACH the campers how to complete the attention-getter.** Do not assume that they know your expectations. Things to remember and explain to campers: Is there an action that you need to teach them? Do they need to repeat something back to you? Do they need to stop what they are doing and complete the action?

Also, It Is Important to understand the situation and use the appropriate attention-getter. For example, If you are needing to lower the volume In a space having the kids yell a response back can only create more chaos. 'I say K, you say V'

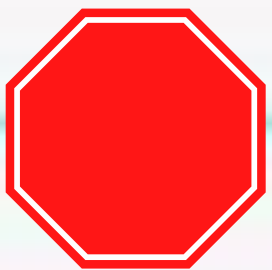
If you use an attention getter like "If you can hear my voice, but your hands are on your head" you have created a quiet environment.



# TRANSITIONS & ATTENTION GETTERS

## DID YOU KNOW??

Many times, we complete an attention getter and do not get the camper's full attention before moving on with our announcement. Continuing with the announcement and talking over campers will hinder you in the long run. Be sure to teach campers the expectations of an attention-getter from the get-go.



## **DON'T FORGET:**

***Before completing the attention-getter: Make sure you know what you are going to say or do when you have the camper's attention. Getting their attention and not being prepared will not be setting you or the campers up for success.***

## *Effective Ways to Get Individual Campers' Attention*

Many times, we complete an attention getter and do not get the camper's full attention before moving on with our announcement. Continuing with the announcement and talking over campers will hinder you in the long run. Be sure to teach campers the expectations of an attention-getter from the get-go.

# TRANSITIONS & ATTENTION GETTERS

## *Effective Ways to Get Individual Campers' Attention*

### **Walk Over/Proximity**

When you need to get the attention of 1 camper or a small group of campers playing together, it is ALWAYS more effective to walk over, bend down close and speak WARMLY to them.

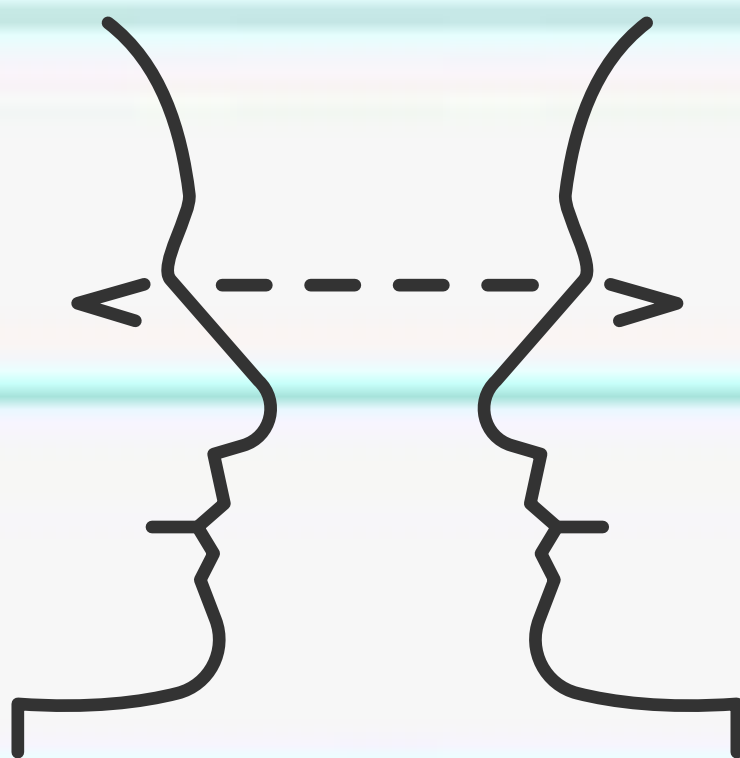
Proximity is key. Placing ourselves strategically within the room or group of campers will be beneficial in being successful with attention-getters. For example, placing yourself as close to the campers who have a harder time getting quiet when you complete the attention-getter.

### **Use phrases such as...**

"I like the way this camper is listening and giving me their attention, but we are still waiting on a few campers" or thank campers who have given their attention and are near a camper(s) who have not.

### **Eye Contact**

If you do not have eye contact, do you really have their attention? Try saying: "I'm looking for everyone's eyes"



# TRANSITIONS & ATTENTION GETTERS

## *Non-Effective Ways to Get Campers' Attention*

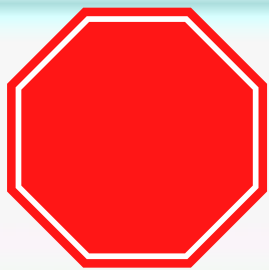
### Yelling across the room.

Campers learn to tune that out quickly.

### Waiting too long

It is important to move quickly once you have your group's attention. If you are struggling to get a few campers, you may need to go ahead and give instructions while most of the group is listening.

It takes time to perfect getting the whole group's attention. While this is the goal, we don't want to get bogged down waiting for some campers and lose the attention of those we already have. Ask your director for advice if you are struggling and keep practicing.



## **DON'T FORGET:**

***You have co-workers that are there to HELP you! Work as a team to get the attention of our campers and effectively deliver the information to everyone.***



# BEHAVIOR MANAGEMENT TOOLS

***Many counselors approach their work with children without thinking about it very much. They simply show up and REACT when a behavior challenge arises.***

**How might I recognize if I am reacting to behaviors?? Some examples might be:**

- Yelling at the campers
- Using Group Punishment
- Being short in your phrasing
- Negative instead of positive phrasing (see page 28 in your survival guide for more examples on Positive phrasing)
- Taking the behavior challenges personally and allowing your emotions to take over

## DID YOU KNOW??

How you prepare and how prepared you are for the day will directly influence the success of your day! Every day with the kids is different and the more equipped you are to handle the day the better the outcome of the day will be.



## **DON'T FORGET:**

***The more you practice talking with campers, learning how to communicate with them, and understanding them, the better you get at group control and behavior management!! Mistakes will happen by YOU and your camper. Please take direction from your Directors and use the resources provided to help improve your skills.***

# BEHAVIOR MANAGEMENT TOOLS

## *Types of Positive Reinforcement*

### Affirmations

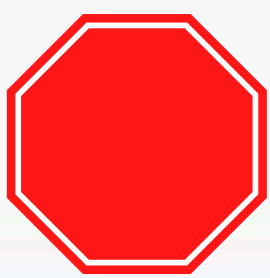
Often, we are so focused on behavior challenges that we overlook the positive behaviors that should be reinforced. **Whenever we see positive behavior, we should be quick to acknowledge that behavior.** Be clear and consistent with all campers and praise the behavior, not the camper.

### Using Positive Corrections instead of Negative Ones

Try avoiding saying "No" or "Don't" when talking to campers. A counselor says "Suzy, don't run," but Suzy hears "Run." Instead, say "Suzy please use your walking feet."

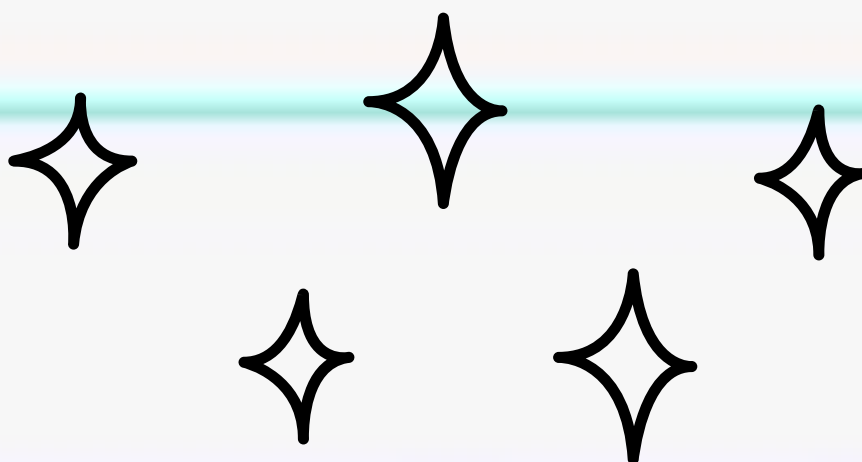
### Use Visual Cues

Timers, etc. to assist with transitions. Helpful in assisting a camper to know and understand what is involved in the task, as well as reduce anxiety about what is coming next.



## **DON'T FORGET:**

***There will be times that we need to directly correct a camper. We should get down to their level and do it gently and without shame.***



# BEHAVIOR

## MANAGEMENT TOOLS

### *Types of Positive Reinforcement*

#### **INSTEAD OF:**

#### **TRY:**

Be quiet.



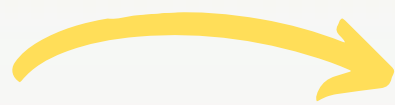
Can you use a softer voice?

Do you have any questions?



What questions do you have?

Do you need help?



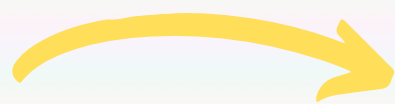
I'm here to help if you need me.

I explained how to do this yesterday.



Maybe I can show you another way.

Do I need to separate you?



Could you use a break?

Stop crying.



It's okay to cry.

What a mess.



It looks like you had fun!  
How can we clean it up now?

You're okay.



How are you feeling?

It's not that hard.



You can do hard things.

We don't talk like that.



Please use kind words.

# YOUR WORDS MATTER



# BEHAVIOR MANAGEMENT TOOLS

## *Behavioral Challenges*

Even if we do all the positive reinforcement strategies listed on previous pages, **behavior challenges may still arise**. In the next few pages, you will find some information/tools to handle those situations.

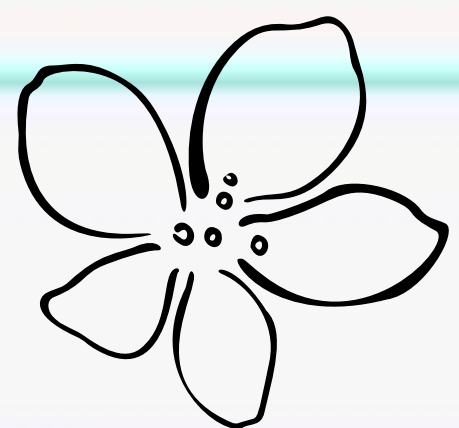
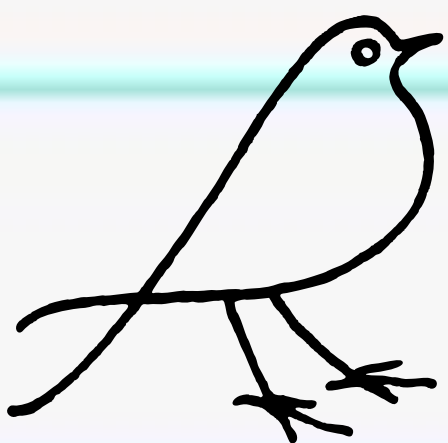
The most effective strategies for addressing behavior challenges should be primarily focused on prevention of the behavior that is challenging (see previous pages on Behavior Management Tools) and promotion of appropriate social behaviors.

Strategies include environmental manipulations, providing positive attention and feedback to campers, and teaching social skills and emotional competencies.

## DID YOU KNOW??

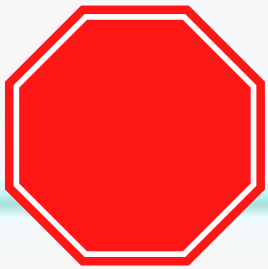
Two potential reasons for behavior challenges:

1. Camper is trying to gain attention
2. Camper is trying to avoid or escape a non-preferred activity



# BEHAVIOR MANAGEMENT TOOLS

## *Behavioral Challenges*



### **DON'T FORGET:**

***These strategies and tools listed on the next few pages WILL NOT be effective without careful and intentional attention to teaching social skills and emotional competencies to our campers.***

## *Selectively ignore behavior challenges*

Ignoring minor behavior challenges means not giving attention to a certain behavior. A camper learns that they will not receive attention for behavior challenges. (**Note:** Do not ignore behavior that puts a child or other children in harm's way.) Sometimes when we attend to a camper during a behavior challenge, we are unintentionally reinforcing that behavior challenge.



# BEHAVIOR MANAGEMENT TOOLS

## *Redirection*

**Redirection is offering a positive behavior to replace the behavior challenge.** The energy from a negative situation is channeled elsewhere. If a camper is showing behavior challenges because they are bored or have too much energy, maybe instead of a consequence of focusing on the behavior challenge, try guiding them to doing something positive (i.e., help set up for the next activity or if you are in centers get down with them and encourage a different type of play with the toys). Redirection can provide an opportunity for us to reinforce and reset the expectations on the appropriate behavior.

## *Teaching Appropriate Social Behaviors*

Kidventure challenges you to put 95% of your time and attention into teaching campers appropriate social behaviors. This is an age where campers are navigating what are appropriate and not appropriate behaviors in the world. We can be there to help guide and teach those skills. Think about how you can teach these appropriate social behavior skills throughout the day prior to when a behavior challenge may occur. Teaching these skills will help campers be more successful on the camp day.



# BEHAVIOR MANAGEMENT TOOLS

## DID YOU KNOW??

Behavior challenges work 100% of the time unless we teach the more appropriate skill and reinforce at a higher frequency than the behavior challenge.

*Counselors MUST be on the  
Same Page*

Counselors need to be on the same page as to what behaviors are going to be allowed in the group and what behaviors are not going to be allowed.

*One counselor tells the group that we will walk in a straight line without talking in the hallway, but the other counselor allows the campers to get out of line and talk while in the hallway. This will confuse the campers and cause frustration for counselors.*



# BEHAVIOR MANAGEMENT TOOLS

## *Self-Reflection*

is an important tool a counselor can use to help respond to behavior challenges! It is important to reflect on your camp day and the events leading up to, during, and after the behavior challenge(s).

There may be a trigger to the behavior challenge and adjusting something in the camp day would alter the behavior.

**Please remember you do not have to do this on your own.** Use your coworkers to help figure out what is going on and develop a solution.



# BEHAVIOR MANAGEMENT TOOLS

## *Ask Yourself...*

- Are they seeking attention??
- Are they trying to avoid a task??
- Is the behavior being reinforced with an item or activity?
- Is it an automatic behavior?? (i.e., tapping, pulling hair, rocking)
- Is there a trigger that causes the behavior?
  - Being treated fairly (in a game)
  - The intrusion of personal space
  - Boredom
  - Hunger
  - Tiredness
- Is there a pattern to the challenging behavior?
  - Does it always happen right before the playground?
  - Does it always happen during opening ceremonies?
  - Fairness, personal space, boredom, hunger, tiredness. Is there a pattern to the challenging behavior?
    - Does it always happen right before the playground?
    - Does it always happen during opening ceremonies?



# BEHAVIOR MANAGEMENT TOOLS

## *Now What?*

- Can you fix the issue (i.e., if the trigger is, they are hungry--can you give them a snack, etc.?)
- Figuring out the trigger may simply allow you to know where the camper is coming from and to have empathy
- See if you can come up with a plan (with the director's help) to help alleviate the trigger in the future

## DID YOU KNOW??

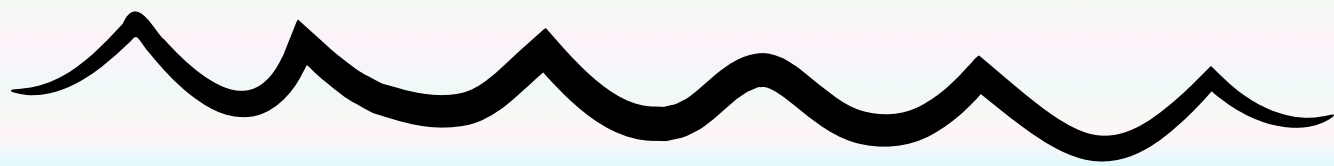
**“Having empathy does not mean letting go of accountability. Hold campers accountable, but with understanding and curiosity for why they might be misbehaving—and a belief that the camper can choose a better way to behave.” ----Teaching Self Discipline**



# BEHAVIOR MANAGEMENT TOOLS

There will be times in camp where we may feel like the 3-strike system needs to be implemented, but challenges before the behavior are more of a nuisance and not a distraction to the camp day. It is important to identify and keep that in mind when working with campers. **Sometimes ignoring the behavior or re-directing the camper can help get the camper back on task** (see page 32 for more information on redirection).

*Campers are wandering around the room because they do not want to sit for storytime, but they are not bothering other campers or touching anything they are not supposed to. Can we allow the camper to wander instead of beginning with the 3-strike system??*



*Additional Reflection Questions to ask yourself to help identify if the behavior is an issue that needs to be addressed with the 3-strike system*

**Is the behavior making the activity challenging for others?** Yes or No

**Are other campers/groups being impacted by the behavior?** Yes or No

**Is the behavior precluding you from completing your assigned tasks?** Yes or No

**Is the behavior creating a 1:1 ratio within the group?** Yes or No





# BEHAVIOR MANAGEMENT TOOLS

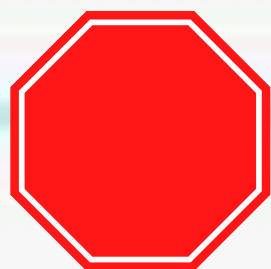
*Additional Reflection Questions to ask yourself to help identify if the behavior is an issue that needs to be addressed with the 3-strike system*

*If the answer is **yes** to these questions, then we should work to act and begin with the 3-strike policy. Please reference future pages for the 3 Strike System.*

*If the answer is **no**, is it a behavior that is more of a nuisance and can be ignored or redirected? Can we work to separate campers to prevent the behavior? For example, if campers are poking each other, can they simply be separated?*

**Have clear expectations been set with the camper/group? Yes or No**

*If the answer is **no** to this question, counselors should work to make sure they are being clear and precise with expectations. Ideas are to start with putting words to the expectations and, if needed, writing those down, so they are clear and able to be communicated to campers effectively. Maybe counselor(s) need to simplify their expectations or change their delivery of the expectations?*



## **DON'T FORGET:**

***Take time daily or weekly to find out what makes the good times so good. Find the times in the day when the campers are engaged and show positive behavior. There are times in the day when this happens, and we want to do our best to see these times and let the campers know we see the positive behavior as well.***



# BEHAVIOR MANAGEMENT TOOLS

## Calm Down Techniques



### *Inversion*

Bring the head below the level of the heart (sit in a chair with your head in between your knees, relax in child's pose, bend over to touch toes, etc.)

### *Drink Water*

Dehydration has been linked to a reduction in mental performance--Have them sip on some water slowly

### *Jump High*

Challenge the camper to a jumping contest to see who can jump the highest, longest, fastest, or slowest. Another great way to get in some exercise and to blow off some steam

### *Blow Bubbles*

Help camper gain control of their breathing and thus their mental state--Running around popping bubbles is just as fun as blowing them

# BEHAVIOR MANAGEMENT TOOLS

## Calm Down Techniques

### *Count backward*

From 100 (or a smaller number for smaller campers):  
Gives a camper time to focus on something other than what is bothering them, counting backward offers an added concentration challenge without overwhelming the brain

### *Repeat a Mantra*

Create a mantra that you and the camper can use to help them calm down (i.e. "I am calm", "I am relaxed")

### *Go for a Run*

Have them take a lap around the gym or field. This can affect your camper's mood immediately; its effects on their ability to cope with stress can last for several hours afterward

### *Count to 5*

Have them close their eyes and count to 5. This offers the brain a chance to reset itself and be able to look at a situation from a different perspective



# BEHAVIOR MANAGEMENT TOOLS

## Calm Down Techniques

### *Name your Emotion*

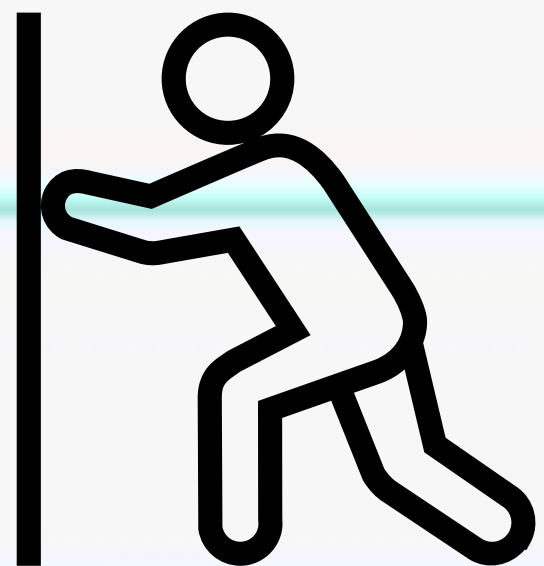
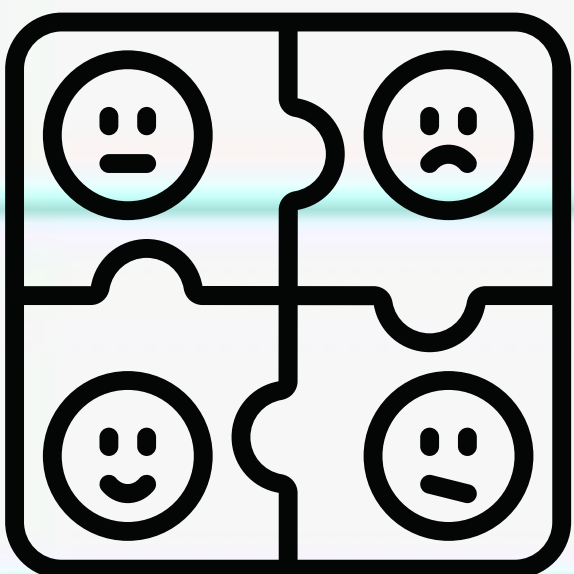
Often when campers become overwhelmed, it is because they have difficulty identifying the negative thoughts they are having. Whether the camper is quick to anger, panic, etc. ask them to give this feeling a name and help them talk back to it. *For example: by asking your camper "is Mr. Anger bothering you again?" you can work together to help them challenge their anger, rather than fight them over it*

### *Take a Walk Outside*

Proven to improve cognition and reduce stress

### *Push Against a Wall*

Perfect for allowing the body to get rid of stress without having to go outside or leave the room. Have the camper push the wall for 10 seconds, 3 times. This process allows the muscles to contract in a futile attempt to bring the wall down, then relax, releasing feel-good hormones into the body



# BEHAVIOR MANAGEMENT TOOLS

## Calm Down Techniques

### *Do a Primal Yell*

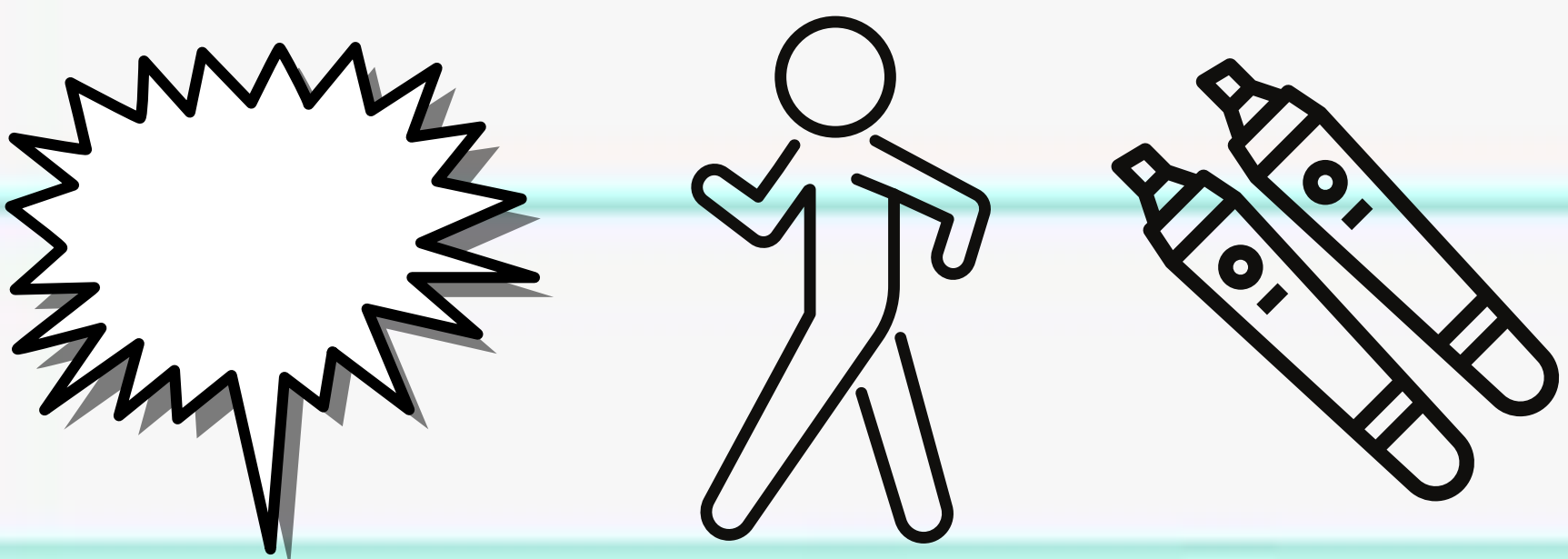
Sometimes all your camper's emotions are simply too much to contain in their body. Have them stand with their feet shoulder-width apart and imagine their feelings boiling up from their toes through their legs and body, and out of their mouths. They do not have to yell the words, or even maintain a certain pitch, just whatever comes out that feels good to them

### *Change the Scenery*

How many times have we thought to ourselves "Just walk away" when confronted by a big emotion? Your camper may simply need a change of scenery to calm down. If you are inside, head out. If you are outside, find a quiet space indoors. Either way, change the scenery and you will likely change the mood

### *Take a Coloring Break*

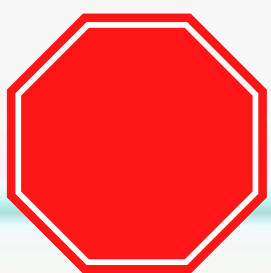
It is with good reason that restaurants give children coloring; it gives them something to focus on and can be a great mindfulness activity that reduces anxiety.



# BEHAVIOR

## MANAGEMENT TOOLS

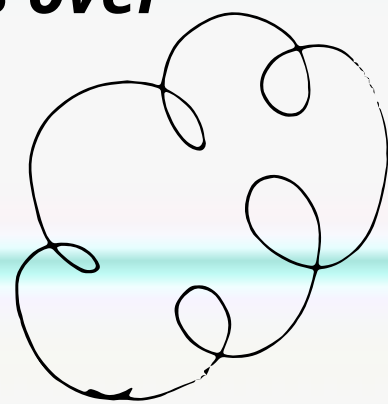
### *Kidventure's 3 Strike System*



## **DON'T FORGET:**

*At the counselor level, the 3 strike system starts over each day.*

### *First Offense*



A counselor speaks to the camper individually, addressing the behavior and redirecting them towards the appropriate behavior. **Do not do this in front of the whole group.** Explain what consequences will be enforced if they continue with this negative behavior.

*(First Warning)*

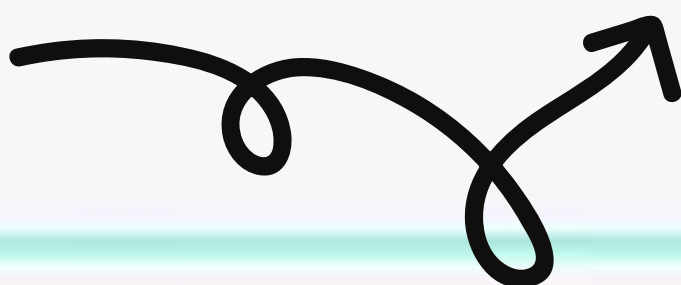
**Step 1:** Gently remove the camper from the situation (right outside the classroom, a little way away from the group, etc.).

**Step 2:** Get on the camper's level (do not stand and talk down to them).

**Step 3:** Look them in the eye and have a gentle but stern (if needed) voice. Never yell or shame the camper.



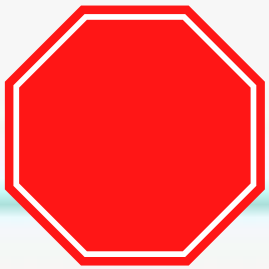
*"Johnny, we do not hit our friends, that is not respecting others. We want to keep our hands to ourselves. If we do not follow the rules of the camp again, you will need to sit out for X minutes."*



# BEHAVIOR

## MANAGEMENT TOOLS

### *Kidventure's 3 Strike System*



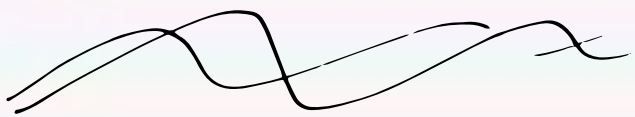
## **DON'T FORGET:**

*At the counselor level, the 3 strike system starts over each day.*

### *Second Offense*

Remove the camper from the activity and speak to the child individually again, making sure they know the appropriate behavior and how they can correct their behavior. Follow through with the consequence, such as sitting out from desired activity.

(Second Warning)



**Step 1:** Gently remove the camper from the situation (right outside the classroom, a little way away from the group, etc.).

**Step 2:** Get on the camper's level (do not stand and talk down to them).

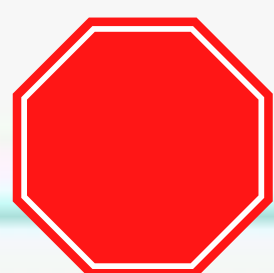
**Step 3:** Look them in the eye and have a gentle but stern (if needed) voice. Never yell or shame the camper

*"Johnny, remember what we discussed before. If we did not follow the rules again, we would have a consequence. This time you {insert behavior} and that is not following {insert rule}, so we will need to sit out for 5 minutes."*



# BEHAVIOR MANAGEMENT TOOLS

## *Kidventure's 3 Strike System*



### **DON'T FORGET:**

*At the counselor level, the 3 strike system starts over each day.*

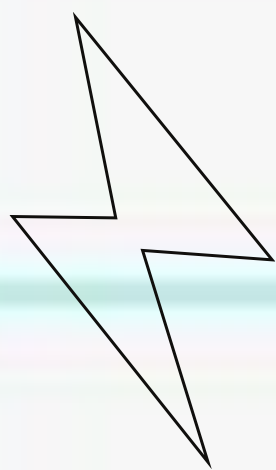
### *Third Offense*

Remove the camper from the activity and take them to the director to address the issue at hand. Parents are generally brought into the loop at this stage. The director will work with the parents to determine a suitable consequence and/or appropriate discipline plan.

(Third Warning)—Director needs to document this incident for reference.

Documentation can be put in the camper's file onsite.

The next page shows these same steps in a different format.

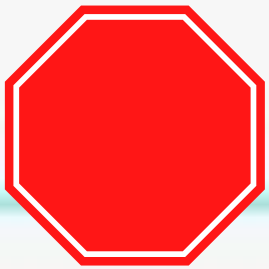




# BEHAVIOR

## MANAGEMENT TOOLS

### *Kidventure's 3 Strike System*



## **DON'T FORGET:**

*At the counselor level, the 3 strike system starts over each day.*

### **1st OFFENSE**

Remove camper from situation  
↓  
Show empathy towards camper  
↓  
Explain why camper was removed from the group  
↓  
Tie their behavior to the 3 R's  
↓  
Explain consequences if behavior continues  
↓  
Reiterate expectations  
↓  
Return camper to the group  
↓  
Communicate with co-counselor

### **2nd OFFENSE**

Repeat steps 1-3 on first offense list  
↓  
Follow through with consequences from first offense  
↓  
After consequence, reiterate expectations  
↓  
Explain the next consequence if behavior continues  
↓  
Return camper to the group  
↓  
Communicate with co-counselor

### **3rd OFFENSE**

Repeat steps 1-3 on first offense list  
↓  
Take camper to Director and explain what's going on  
↓  
Counselor returns to group, camper stays with Director  
↓  
Director follows up with counselors about next steps

**Please read the previous pages for more in-depth information regarding this system and behavior management.**

# BEHAVIOR MANAGEMENT TOOLS

## Kidventure's 3 Strike System



### **DON'T FORGET:**

*When talking to campers about behaviors and consequences: keep it short, simple, and to the point.*

*Do not limit the consequences to one behavior because then you will be giving warnings to each behavior throughout the day and not be able to follow through with the consequences.*

## DID YOU KNOW??

Some behaviors require the Director to be involved immediately. Any behavior that endangers another camper or the camper themselves, inappropriate language, or teasing must be brought to the Director immediately.

**I'm here to help!**



# BEHAVIOR

## MANAGEMENT TOOLS

*Kidventure's 3 Strike System*

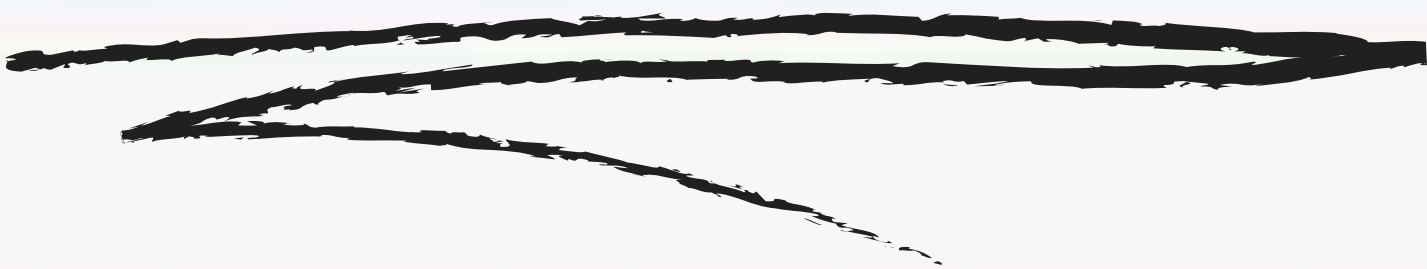
*Tips for Implementing  
Consequences:*

- Consequences should not be delayed
- Ensure the consequence fits the behavior
- Ensure the consequence is logical/makes sense for the behavior
- Ensure the consequence is age-appropriate
- Ensure that the consequence is followed through with (do not give out empty consequences)
- Group Consequences or punishment is **not to be utilized** as a consequence of an individual camper's behavior
- Do not have a sitting out consequence be longer than the age of the camper



### **DON'T FORGET:**

**If a camper is 3 years old they should not sit out of an activity longer than 3 minutes**



# BEHAVIOR

## MANAGEMENT TOOLS

### *Kidventure's 3 Strike System*



Positive consequences show a camper they have done something positive, and then they will be more likely to repeat the behavior.

HIGH FIVES

FIST BUMP

TICKETS

PRIZE BOX

SPECIAL JOBS

PAT ON THE BACK

POSITIVE AFFIRMATIONS

SMILE



Negative Consequences include a loss of privilege or time-out. A negative consequence NEVER deprives a camper of essentials, such as food, using the bathroom, or proper supervision.

Consequences should be directed at the behavior and not at the camper.



A camper's growth is dependant on helping a camper understand the choices they make (positive and negative), understanding the expectations, and how to make positive choices going forward.

**Your goal is to build a camper's self-esteem and strengthen your relationship. Be mindful of this in your words and actions!**

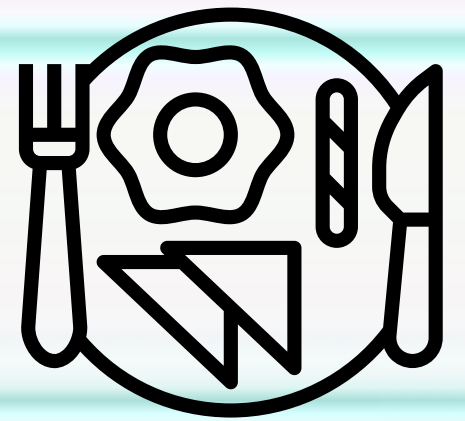
# THE CAMP DAY

Prepare yourself for Camp!

Get enough Sleep



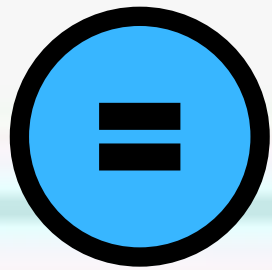
Eat a good Breakfast



Read & Know your Curriculum



Know your Attention Getters



Have an Awesome Day!



# THE CAMP DAY

## *Engaging and Building Relationships with Campers*

Each day we should walk into camp and work to build relationships with ALL our campers.

### *What does engaging with campers look like?*

- Play/Interact with Campers
- Find the camper(s) that are not participating in the activity and work to get them to participate
- Learn the campers name
- Find out something interesting about campers and follow up with them in the week about what you learned (example below)

*You learn this camper loves insects, ask them what they know about insects, have conversations with them throughout the week about insects...you may be the only person in their life that wants to hear them talk about insects*



# THE CAMP DAY

## Drop off/Pick up and Carpool

### Signing IN Campers

Campers must be signed in upon arrival on the check-in sheet. To sign a camper in: put the arrival time of the camper in the "Sign in" box for the correct day.

### Morning Carpool

1. Open the door of the car and greet the camper and parent
2. Help camper out of the car with their belongings
3. Say Goodbye to parent
4. Escort kid safely to the sidewalk and/or entrance to the camp
5. Make sure the camper is signed in on the sign-in/out sheet

### Afternoon Carpool

1. Greet parent and ask for the camper's pickup number and verify
2. Put the time the camper left camp
3. Escort children to the car with their belongings
4. Open the door and assist buckling campers (but ask a parent first)



### Signing OUT Campers

Campers may only be signed out under the following conditions

- ✓ A valid pick-up card is shown, or a valid pick-up number is said
- ✓ A parent presents a driver's license that matches the parent's name on the contact list

# THE CAMP DAY

*Drop off/Pick up and Carpool*

## DID YOU KNOW??

A Director or a Counselor can sign campers in/out. Whoever is doing this job needs to make sure they are professional, personable, and accurate.

*Questions to ask yourself or your director before carpool?*

1. Do you know and understand how carpool and post-camp will be divided up after closing ceremonies?
2. Do you know and understand how you will know if campers are carpool or post-camp? Is it marked on your group list?

***If the answer is no to these questions, please get with your Director and find the answers.***





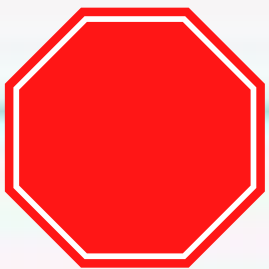
# THE CAMP DAY

## Post Camp Goals

Organized activities, safe activities (zoning and keeping an accurate camper count), inviting atmosphere for campers.

## Signing in/signing out and cross-referencing

Create a system for signing campers out and keeping track of the number of campers that are in the group.



## **DON'T FORGET:**

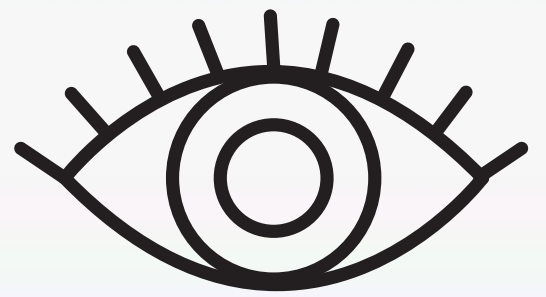
***Cross-referencing means making sure your camper count is the same as the number of campers that are signed in.***



# THE CAMP DAY



*Post Camp*



## *Activities, zoning/situational awareness*

Activities for post-camp may include a coloring area, playdough area, physical activity/game in a coned-off area, board games in a coned-off area, other items found in the post-camp box, etc.

Activities should have set zones (boundaries) and should be set up in a way that is welcoming to campers. For example, campers should have a zone to play board games and another area designated for drawing.

Physical activities should be age-appropriate and organized (they should not look chaotic or dangerous)

## *Zones*

Are to be monitored by counselors and they need to know which zone they oversee. Counselors must keep a count of how many campers are in their zone throughout post-camp, noting when campers arrive or leave, and should be sure to cross-reference periodically with the sign in and out sheet.

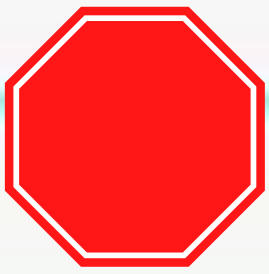
Counselors are to be engaged and interact with campers while keeping a line of sight of those campers in their zones. Counselors position themselves in the area where they can see all the campers in their zone.

# THE CAMP DAY

## Post Camp

### Rotations

There should be several different zones with different activities for campers to rotate between. Be sure to vary your post-camp activities throughout the summer so that campers do not become bored with the same activities.



## **DON'T FORGET:**

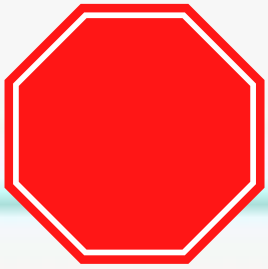
***Dismissal to carline and post-camp-Having a system for knowing who your carline campers and post campers are is going to be key! It is helpful to have this noted on your group list.***



# THE CAMP DAY

## Opening and Closing Ceremonies

These activities will include camp unity and excitement, bringing the camp week theme to life, and getting everyone on the same page for daily expectations.



## **DON'T FORGET:**

***Discoverers and Explorers should do Opening and Closing separate from each other. If you have smaller programs, you can do energizers together but separate after that. Doing separate opening and closing ceremonies will allow Directors and Counselors to tailor the ceremonies to fit the developmental needs of their campers.***

*Utilize the Opening and Closing Worksheet to better guide you through these ceremonies*

## Counselor Responsibility

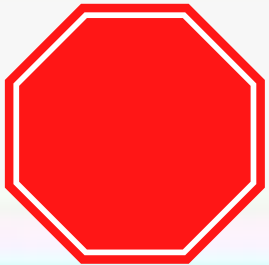
Counselors share the responsibilities of leading opening and closing ceremonies. There should be 1 or 2 people (depending on the size of your camp) leading the ceremonies, but all counselors should be ready to participate.

Preparation is key to leading an effective opening or closing ceremony. The following pages list the content that should be in Opening and Closing Ceremonies.

# THE CAMP DAY

*Opening/Closing Ceremonies*

*More In Depth*



**DON'T FORGET:**

*It is important to know that these are skills that can be practiced, learned, and incorporated into every counselor's repertoire. To become good at anything you must practice and make mistakes. Keep trying, do not give up and in time these techniques will become second nature.*

## *Welcome and Introducing Counselors*

Let the campers know how excited you are to have them at camp and how much fun everyone is going to have that day! You must let campers know who YOU are! Find engaging and fun ways to let them know who you are.

*Say your name with an adjective that starts with the same letter (Rockin Rebecca, Beautiful Bethany, etc.)*

# THE CAMP DAY

## *Opening and Closing Ceremonies*

## *Monitoring and Preventative Measures*

During opening ceremonies, it is important to place ourselves throughout the crowd and monitor the campers. Watching from across the room is less effective whereas sitting in the crowd allows you to prevent misconduct and keep campers engaged.

## DID YOU KNOW??

It is important to support your co-counselors. Announcements are a great opportunity to entertain the campers but can you imagine putting on a show while the crowd is walking around, talking, or disinterested? Exactly, remember to redirect campers, and do not be afraid to throw out an attention-getter to assist your co-counselor in settling the crowd. If your co-counselor is putting on a show, make sure to support their efforts and be mindful of what you can do to assist them.



# THE CAMP DAY

## Opening and Closing Ceremonies

### What are Energizers?

The word says it all...energizers can help get the wiggles out of our campers. A time to get up and move, have fun, and spend some energy.

#### When to do Energizers:

- ✓ Opening and Closing Ceremonies
- ✓ When your campers seem to have a lot of energy and you are about to do an activity where you will need them to not have so much energy
- ✓ Whenever you need to have some fun and get the energy level of camp up!

Check out our **KV Vault** to learn Energizers!

## Camp Challenges



These are wacky challenges (think 'minute to win it' style games) to get campers and counselors involved in opening and closing ceremonies.

Be sure to get the campers involved with the challenges. Whether that is they are competing in the challenge against a counselor or you split the group into cheering sections for a specific counselor and if that counselor wins that group of campers that were cheering for them wins something!



# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Fashion Show:** Counselor and camper pair are given art supplies (butcher paper, markers, tape, scissors) to create an “outfit.” The camper designs the outfit and the counselor wears it. Once the allotted time is up, counselors will put on a “fashion show” and the campers will decide who has the best outfit.

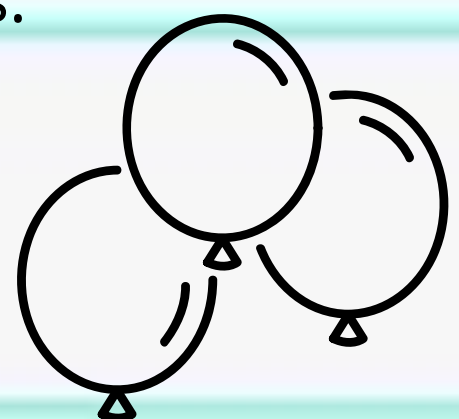
**Cookie Face:** A cookie is placed on the counselor’s face and they can only use their face muscles to bring the cookie down to their mouth. The first one to do it wins.

**Lip Sync Battle:** Play a song and counselors must put on the best performance. Campers choose the winner.

**Mario Kart:** Blow up balloons and tie them to the ankles of campers and counselors. Other campers and counselors have to try to pop the balloons of the other teams. The last counselor/camper team to have the most balloons wins.

**Cup Stacking:** Counselors and/or campers must build a cup tower and stack the cups back together.

**Ping-Pong Ball Bounce:** Counselors and/or campers are given 4-5 cups and ping pong balls. They have to bounce a ping pong ball into their cup, once they get it in, they have to stack another cup on top with the ping pong ball still in the first cup. And so on. First, one to stack all of their cups wins.





# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Frosting Beard:** Campers use frosting to give their counselor a “beard.” Once every counselor is given a beard, they all line up at the starting line. They have a plate of crackers, beads, marbles, etc. at the starting line and a cup at the end. Counselors must try to stick the cracker on their beard without using their hands and run to their cup on the other side and drop it in. Whoever has most of the objects in their cup at the end of time wins. This could also be done by putting frosting on the nose or forehead. With frosting on their noses, counselors are often able to pick up ping pong balls and other items of that nature. The nose version can also be done with Vaseline and cotton balls.

**Marble Ice Bucket:** Marbles are placed in the bottom of a tub of ice water. Counselors must use only their toes to try to fish out as many marbles as they can in the allotted time. The counselor with the most at the end of the time wins.

**Toe Drawing:** Counselors and/or campers are given something to draw or write with only their toes. Campers vote for the best drawing.



# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

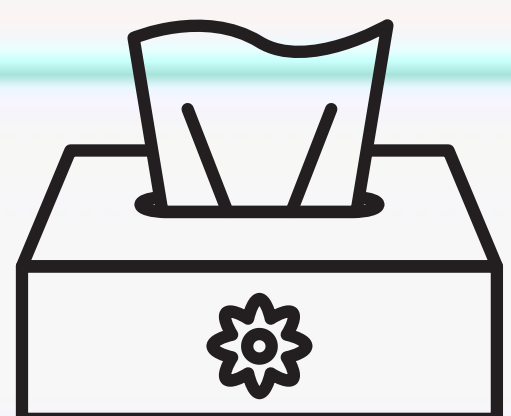
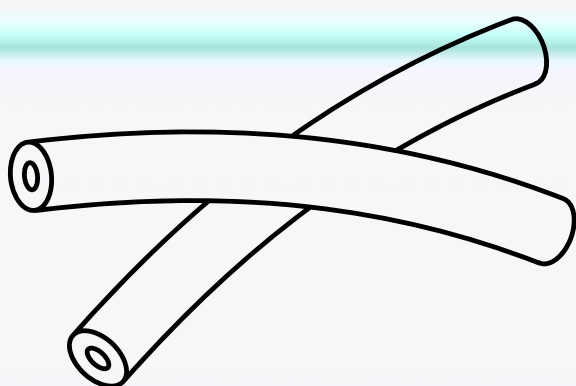
Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Blindfolded Noodle Fight:** Two pool noodles are placed in separate areas of the room. Two counselors are blindfolded and do not know where the noodles are located. Their camper must guide them to their pool noodle without touching them. Once the counselor finds their noodle, the camper guides them to the other counselor to hit them with the noodle.

Whichever counselor hits the other first wins.

**Star Wars:** Like Blindfolded Noodle Fight, two teams of counselors will go head-to-head (with two counselors on each team). They will be blindfolded and given a pool noodle before the music starts. You can play a clean remix of the Star Wars theme song and the kids will get hyped up! Another counselor spins each person around multiple times and once the music starts, they must find the other team and try to knock the other team's pool noodles out of their hands.

**Shake It Out:** You will need an empty box of tissues filled with ping pong balls for each counselor. There should be a string attached to the box so the counselor can tie it around their waist. The first counselor to shake out all the ping pong balls wins.



# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Shaving Cream Beard:** Campers use shaving cream to give their counselor a “beard.” Once every counselor is given a beard, they all line up at the starting line. They have a plate of crackers, popcorn, Cheez-Its, etc. The camper must see how many items they can stick on the counselor’s beard in 30 seconds. The counselor with the most items at the end wins.

**Frozen T-Shirt:** Freeze two Kidventure shirts during the day and the first counselor to get it on wins.



**Blind Drawing:** Multiple counselors are blindfolded with a huge piece of paper and markers in front of them. Call a camper onstage or get suggestions from them all on what the counselors should draw. Once they are done you ask the campers to clap and cheer for the best picture! You could also have the counselors not be blindfolded and instead have them try to draw on a paper plate that’s on top of their heads. You could have the counselors sit or kneel while drawing so the campers can see. You can give them one thing to draw or keep giving them instructions as they draw (“Draw a Christmas tree. Now put 3 presents underneath it, etc.”). You could also do blindfolded finger painting!



**Scooter Races:** Use the little scooters to your benefit! Have counselors race each other, have campers use a rope to pull the counselors along, etc. Be creative but make sure you have plenty of space!

# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

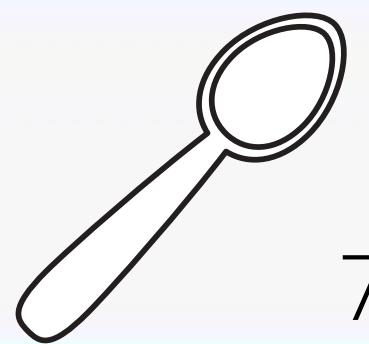
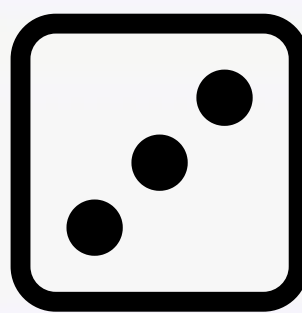
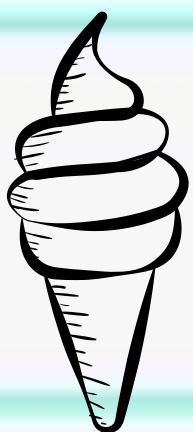
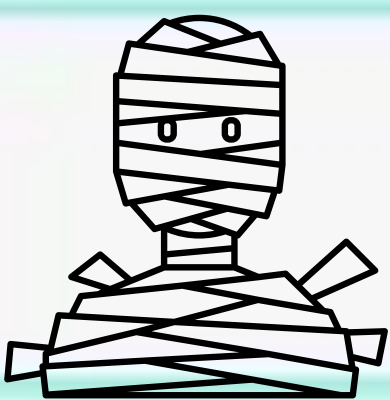
**Mummy:** Have one counselor wrap another counselor up like a mummy using a whole roll of toilet paper or streamers. The first pair to finish the roll wins.

**Ice Cream Social:** Counselors hold an ice cream cone in their mouths while campers try to toss marshmallows inside the cone from a distance of a few feet. The pair that has the most marshmallows in their cone in one-minute wins.

**A Bit Dacey:** Participants hold a wide popsicle stick in their mouths and try to stack six dice on the end without dropping them. The first one to do it wins.

**BloPong:** Set up an obstacle course. Using a straw, counselors must blow a ping pong ball through the obstacle course and back to the start line. First-person to make it back wins.

**Draw from the Well:** Counselors are divided into pairs. On one end of the stage, each pair has an empty plastic cup with a line drawn on it at the same level. On the other end of the stage, there is a bucket of water. Counselors each have a spoon. With the spoon in their mouths and without using their hands, the counselors need to transport water from the bucket to their cup. The first pair to fill their cup up to the line wins.



# THE CAMP DAY

## Opening and Closing Ceremonies

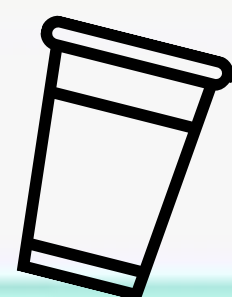
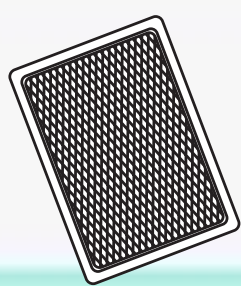
### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Blowing Cards;** Line up a table facing the audience lengthwise. Each counselor is given a construction paper card propped up like a tent against the very edge of the table closest to them. The counselor must blow the card across the table and let it land so that one side is flat on the table and the other side is hanging off the edge. First counselor to do it wins.

**Elephant March:** Counselors fill the foot end of a pair of pantyhose with one tennis ball and put the waist end of the pantyhose on their head. Place a line of about 10 full water bottles in front of each counselor. The first person to knock down their water bottles using the tennis ball end of the pantyhose wins.

**Yank Me:** You might want to call this something else around campers, but that is the official Minute to Win It name! Each counselor gets four solo cups and three equal-sized squares of paper. Each solo cup should be stacked on a table, one on top of the other, open part down, with a square of paper in between each cup. The goal is to pull the pieces of paper out without making the tower collapse. If you do it right, the cups will fall one on top of the other, making a perfect stack! This game might require some finesse to get it just right, but I've had counselors succeed in the past.



# THE CAMP DAY

## Opening and Closing Ceremonies

### Camp Challenge Ideas

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Sticky Note Challenge:** See who can get the most sticky notes on their face in 30 seconds.

**Donut on a String Challenge:** Each counselor has a donut tied to a string. You could have someone hold the string in the air or tie all the strings to a long stick, broom, or pool noodle. Either way, the counselors must eat the donut without using their hands. The first one to finish wins!

**Cotton Ball Game;** Two counselors compete in this challenge. Each sits in a chair facing the audience and they are blindfolded. The counselors have a bowl of cotton balls in their lap and an empty bowl on their heads. Using one hand to hold the bowl on their head, counselors have a spoon in their other hand, and they try to see who can transfer the most cotton balls from the lap bowl to the head bowl in one minute. The problem is that their perception will be way off because they are blindfolded, and they won't be able to sense where the cotton balls are!



# THE CAMP DAY

## *Opening and Closing Ceremonies*

### *Camp Challenge Ideas*

Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, & Sandra Rodriguez

**Marker Challenge:** Wrap counselors up in butcher paper dresses. You can tape them or just have them hold the butcher paper with one arm. Give each counselor a marker. They have one minute to mark as many people as possible (on the butcher paper only).

At the end of the time, each person holds up their butcher paper and the audience decides which colored marker did the most damage. **Balloon Blowing Challenge:** Teams of 2-3 counselors see who can keep a balloon in the air the longest just by blowing it. Or you could have them do this as individuals as well.



# THE CAMP DAY

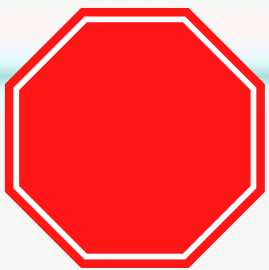
## *Opening and Closing Ceremonies*

Opening Ceremonies is also the time to build up your prize box, getting campers excited to earn red tickets and have the chance to win a prize. For your younger campers, understanding red tickets can be a challenge but do not give up.

**Why use tickets?** Tickets are about more than just prizes: they are about REINFORCING positive behaviors during the camp day.

*You have asked campers to go sit on the floor, crisscross applesauce, with a bubble in their mouth—You notice some campers have done what has been asked and some that have not. Your focus and awarding tickets should be on the campers who have completed the task.*

The more you make of it the bigger it becomes, so make it a BIG DEAL! When you give out tickets--get everyone's attention and give it to the camper(s) and tell everyone why.



## **DON'T FORGET:**

***Make sure to get plenty of tickets at the start of each camp day! You cannot use them if you do not have them. When used effectively they can work magic for behavior management.***

## **DID YOU KNOW??**

The explanation of tickets and prize boxes will affect the camper's attitude towards these incentives. If you do not present it with excitement and enthusiasm the kids will not be excited about tickets or prizes. If you are struggling here, please ask a veteran counselor, camp director, camps manager, or camps coordinator.



# THE CAMP DAY

## *Opening and Closing Ceremonies*

**What if tickets are not working??** Ask yourself these questions:

- Am I being consistent in why and how I hand them out?
- Am I handing them out?
- Am I excited about tickets and making them interesting or exciting?
- Am I making it a big deal when campers get a ticket?
- What am I giving tickets out for?

If after asking these questions you still feel like they are not working, please get with your Director to figure out another positive reinforcement tool.

## *Other Prize Box Ideas*

- Coupons (extra snack, game choice, an extra trip to prize box...etc)
- Spin the Wheel of Misfortune (Camp/Counselor challenge, game selection, music selection...etc)
- Group Party (popsicle, dance...etc)
- Camper Choice (with options given)

Always confirm with your Director and/or Manager before adding any additional rewards. If you need Ideas brainstorm with your team.



# THE CAMP DAY

## Opening and Closing Ceremonies

### KV Rules

#### **YES, IT DOES!**

KV rules are simply following the 3 R's.

#### **1) Respect Yourself**

#### **2) Respect Others**

#### **3) Respect Your Surroundings**

It is so important for campers to understand the expectations of camp. Kidventure has 3 simple rules to follow but the Discover Program might need you to give concrete examples to help them understand what the rules mean.

Refer to rules frequently and use them when disciplining to help campers understand the rules even better. You can also refer to rules when campers follow them.... always trying to focus on the positive and not the negative when it comes to rules.

*I loved how Johnny respected others and shared a toy with Jane. I loved how Johnny picked up his trash from lunch and threw it away... which is respecting our surroundings. I love how Johnny did not give up when playing the game. That is respecting yourself.*



# THE CAMP DAY

*Opening and Closing Ceremonies*

*Breaking down the KV Rules for Discoverers:*

## **Respect Yourself**

*When counselors ask you to listen, you are following directions. If you do not win at a game, we do not throw a fit.*

## **Respect Others**

*Keep your hands to yourself, not touching your friend. Help your friends when they need you.*

## **Respect Your Surroundings**

*Take care of what is around you. Make a mess - you clean it up.*



# THE CAMP DAY

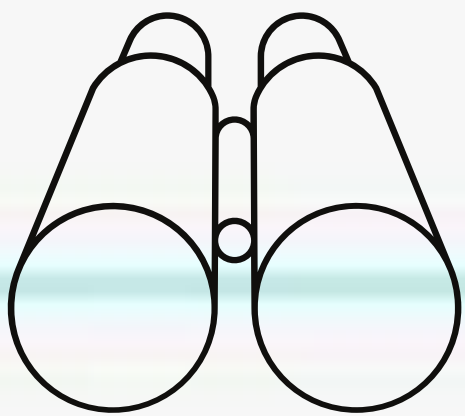
## Opening and Closing Ceremonies

### Hidden KV

The hidden KV is a blue laminated KV logo about the size of a sheet of paper. The hidden KV will be given to sites at the beginning of the summer. The Director will hide the KV each day and throughout the day you and your campers will be in search of the KV. Searching for the KV will be a helpful resource when transitioning from rotations.

*Create a large sign that says "The has been found" The space will allow for the KV to be taped to the sign when it has been found, this adds to the excitement.*

The KV can be hidden anywhere to which the campers have access. Once a group finds the KV, they can go around chanting "We found the KV, we found the KV" and go put it on the large sign saying the KV has been found. Also, once a camper finds the award, they get special recognition at Closing Ceremonies and perhaps can get a special privilege.



# THE CAMP DAY

*Opening and Closing Ceremonies*

*Special privilege for finding the*

*Hidden KV:*

- Pie a Counselor
- Go to Prize Box
- Camper Choice
- Camper/Counselor Challenge

## DID YOU KNOW??

The success of the Hidden KV will be how you present and encourage the kids to find the KV. If we are not enthusiastic or if we do not ensure it is hidden every day then it will not be a success.



# THE CAMP DAY

## Opening and Closing Ceremonies

### The Kidventure Song

You need to know this song before the start of camp!

At the beginning of summer, there will be a time for campers to learn the song, so it might be helpful to sing it as a repeat after me song. Have lots of energy and be super loud...campers will follow your enthusiasm.

**THIS IS A MUST-DO EVERY DAY!**

As the summer goes on you will have campers that will know the song by heart but there will still be campers who have not been there and do not know the song. Make sure we are encouraging campers to learn the song.

**Note:** Insert the name of your Camp Into the blank space (the louder and more energetic the better!).

♪ THE KIDVENTURE SONG ♪

WE'RE THE KIDVENTURE CAMPERS  
WE'RE THE BEST YOU'VE EVER SEEN  
WE LOVE OUR CAMP  
AND WE THINK IT'S GREAT  
CHEERS FOR THE 'K' AND THE 'V'  
\_\_\_\_\_ IS THE FINEST  
WE KNOW OUR CAMP  
IS NUMBER ONE  
WE LAUGH AND PLAY  
HAVE FUN ALL DAY  
CAUSE' THAT'S THE KIDVENTURE WAY  
THREE CHEERS  
FOR KV CAMPERS NOW



HIP, HIP, HOORAY!

# THE CAMP DAY

## Rotations

**Goals:** Engage campers in curriculum, have fun, stay on time, leave areas as you found them.

### Cornerstones and Foundations

Most of the day you will lead your assigned group in curriculum activities. Each activity is based on either a foundation part of camp (i.e., playground, chill time, etc.) or our 4 cornerstones of the curriculum, which are Physical, Creative, Exploration, and Reflection. A detailed description of each of these pieces can be found later in this guide, along with keys to leading activities.

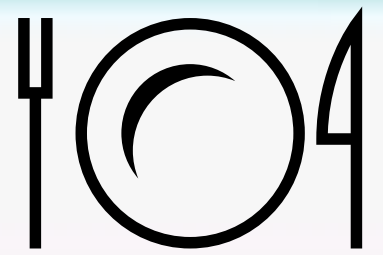
### Timing

Rotations and activities have a set time. Rotations are usually 30 minutes. **It is important to be on time for each of your activities to keep the day running smoothly.** See the graph below for rotation timing.



# THE CAMP DAY

## Lunch Time



**Goals:** Encourage campers to eat, build camper connections, monitor campers, provide catered lunch to those that have ordered, have a system for campers with allergies, eat your lunch!

### Catered Lunch Option

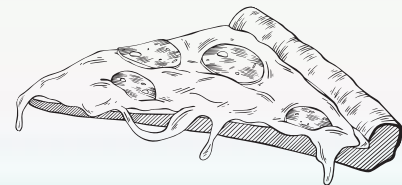
Some campers will receive lunch from KV and this should be noted on your group list. We must ensure campers receive their lunch. *\*where available\**



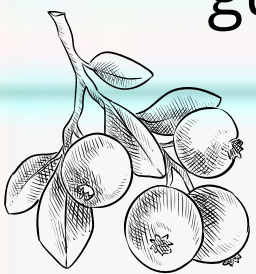
### Lend a hand

Help campers open their lunch items - we are there to assist. You can multitask: eat your lunch and assist campers with their lunch.

### Make sure to bring your own lunch



Make sure you bring your own lunch each day to camp. We cannot order food to be delivered or go out and get something if we forget our lunch. Campsites are not guaranteed to have a refrigerator or microwave, so please plan accordingly.



### Encourage Campers to Eat

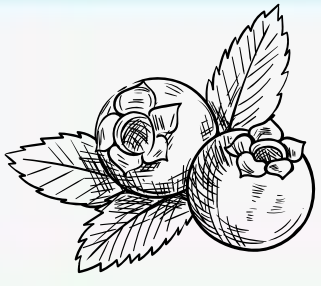
Some will talk more than eat, some will be slow eaters...encourage them to eat. If we notice a camper did not finish much of their lunch or didn't seem to have an appetite, let your director know!

## DID YOU KNOW??

Most relationships will be built during lunch and post-camp. These are the times in the camp day when you can sit with the campers and learn about them! Make the most of these times.



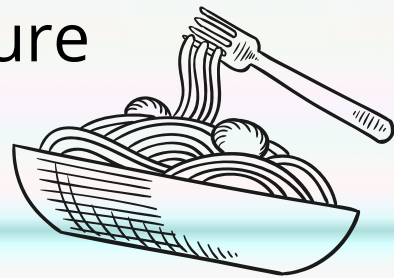
# THE CAMP DAY



## Lunch Time

### Pay Attention

- At times, it may be appropriate to notify parents of any unusual eating habits, such as a camper still being hungry after eating everything or a camper not finishing their lunch. 3- to 5-year-olds' eating habits can fluctuate, and providing information to parents is helpful. Please **alert your director** if this occurs in your group.
- If you notice a camper does not have lunch or has a very small or strange lunch (e.g., just gummy bears), **alert your director**. Let's work to check their bag to see if their lunch is there.
- Be careful of campers that have allergies--reference your group list. This is highly important for you to know and accommodate accordingly. If we need to create an allergy or nut-free zone, please ensure this happens.



### What to do as campers finish / Cleaning Up

Some will finish before others. As the majority finish and start to get antsy, get an activity or mid-day rally (next section) going until the end of lunch (e.g., dance party, Simon says, etc.).

While we want to assist in cleaning up, we also want to encourage campers to clean and learn that responsibility.

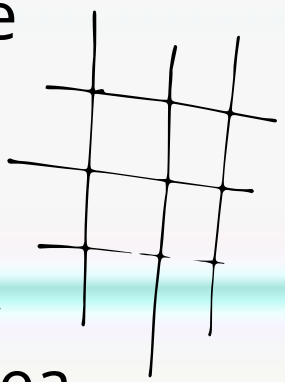
# THE CAMP DAY

## Mid-Day Rally

**Goals:** Re-energize campers, provide time for recognition, give time for cleanup, help transition into afternoon curriculum rotations.

Rallies can include songs, energizers, random prize box drawings, counselor challenges, etc. Great activity for when lunch is wrapping up and some campers are done while others are still finishing their lunches.

Typically, rallies are led by a couple of counselors, allowing other counselors to focus on getting the area clean, afternoon rotations prepared, and their campers ready to transition.



# THE CAMP DAY

## CAMP TRADITIONS

### *Character Traits*

- Positive Reinforcement Tool
- Gives more purpose and intent to the camp day
- Helps grow our campers' character

#### **How to Complete**

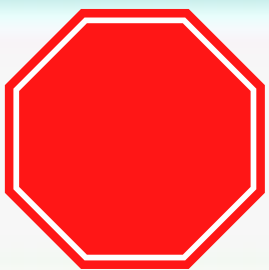
Each week, your campsite will have a character trait to work on. Every day during lunch or mid-day rally, the special lanyard is assigned to a camper. That camper can wear the lanyard for the remainder of the day.

*(Directors will let you know what the character trait for the week is.)*

**Step 1:** Make sure you know the character trait and that your campers know and understand how to exemplify that character trait.

**Step 2:** When the camper is awarded the special lanyard, they get to wear it the rest of the day and the following day until it is awarded to someone else.

**Step 3:** Make sure campers return the lanyards at the end of each day. As stated above, they will get it back the next day until it is awarded to someone else.



## **DON'T FORGET:**

***The success of this will be based on how consistent we are in completing the character trait and helping campers understand and work on their traits.***

# THE CAMP DAY

## CAMP TRADITIONS

### *Character Traits*

**HAPPY**

**THANKFUL**

**HONEST**

**PATIENT**

**HELPFUL**

**LOVING**

**DETERMINED**

**THOUGHTFUL**

**TEAM  
PLAYER**

**PLAYFUL**

**KIND**

**SHARING**

**CARING**



# THE CAMP DAY

## CAMP TRADITIONS

### *Friday Ribbons*

This is a KV tradition and a BIG DEAL! Each camper will be presented with a ribbon in a rotation on Friday. This ribbon acknowledges the camper for a positive attribute they possess.

Ribbons and how we distribute those are discussed in training. Please get with your Director, Manager, or Coordinator if you have any questions or concerns.

#### **Camper Ribbon Ideas**

*Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, and Sandra Rodriguez*

King/Queen (an activity they loved)

100 Grand Award

Adventure Award

All-Star Award

Awesome Attitude

Bend It Like Beckham Award

Best Friend Award

Best Manners

Best Smile

Bright-Eyed and Bushy-Tailed Award

Busy Beaver

Camp Spirit

Captain KV

Dance Machine

Dancing King/Dancing Queen

Dodgeball Dominator

Dodgeball Master

Dove Award

Energizer Bunny

Extra Mile Award



# THE CAMP DAY

## CAMP TRADITIONS

### *Friday Ribbons*

#### **Camper Ribbon Ideas**

*Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, and Sandra Rodriguez*

Future Actor  
Future Actress  
Future Comedian  
Future Counselor  
Future President  
Great Sportsmanship  
Helping Hand Award  
I'll Do It! Award  
Jolly Rancher Award  
Kidventure's Got Talent  
King of the Playground  
KV Way Award  
Lady Lightning  
Little Miss Sunshine  
Mad Scientist Award  
Man of Thunder Award  
Michael Jordan Award  
Miles of Smiles  
Most Artsy  
Most Cheerful  
Most Creative  
Most Dependable  
Most Helpful Award  
Most Reliable  
Most Water Loving  
Mr/Ms (an adjective that describes them)  
Mr/Ms Dependable

# THE CAMP DAY

## CAMP TRADITIONS

### *Friday Ribbons*

#### **Camper Ribbon Ideas**

*Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, and Sandra Rodriguez*

Mr/Ms Friendly  
Mr/Ms Integrity  
Mr/Ms. Kindness  
Mr/Ms. Reliable  
Mr/Ms. Respectful  
Mr/Ms. Responsible  
Mr/Ms. Sportsmanship  
Mr. KV  
Ms. KV  
MVP Award  
Nancy Drew  
Nature Lover Award  
Outstanding Behavior Award  
Peanut Butter & Jelly Award (given to friends)  
Picasso Award  
Positive Camper Award  
Queen of the Playground  
Riddle Master  
Rockstar Award  
Shark Master  
Sherlock Holmes  
Smiley Award  
Spongebob & Patrick Award (given to friends)  
Spunky Spirit  
Star Athlete  
Stellar Scientist Award  
Sunny Side Award

# THE CAMP DAY

## CAMP TRADITIONS

### Friday Ribbons

#### Camper Ribbon Ideas

*Contributors: Audrey Bannon, Mollie Bent, Nicole Nickdow, and Sandra Rodriguez*

Sunshine Award

Team Leader

Team Player

The Cheerleader Award

The Do-Re-Mi Award

The Explorer Award

The Giggler Award

The Stick With It Award

The Sweetheart Award

Truest Friend

Two Peas in a Pod





# THE CAMP DAY

## CAMP TRADITIONS

### *Camp Magic*

**It's time to make the ordinary extraordinary!!!**

Camp magic is what we do to combat the mundane and boring and make things fun, exciting, and special. Directors, counselors, managers, coordinators, and kids can create camp magic, and we encourage you to do so!!!

*Ask yourself: how can you make this week more exciting, each day more exciting, each activity more exciting? Is there a part of the day that is lacking in excitement?? What can you do to bring excitement??*

## DID YOU KNOW??

Each week of camp has a theme that will give you some ideas on what you can do as a campsite to bring camp to life for your campers. Use this to help you bring Camp Magic to your site!! Be creative and have fun!!



# THE CAMP DAY

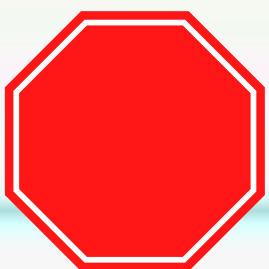
## CAMP TRADITIONS

### Camper of the Week

This is awarded in Friday's Closing Ceremonies to 2 campers in the Discover Program and is something counselors should be on the lookout for throughout the week.

This award is given to campers who have followed the KV Rules all week and have shown the qualities of the character trait for the week. It is also something that can be given to a camper that has grown over the summer.

Onsite, there are blue frisbees that go along with the Camper of the Week certificate. All counselors and directors need to sign this frisbee and give it, along with the certificate, to the campers.



## **DON'T FORGET:**

***Make it a big deal! Let parents know when they pick up their camper. We can also make sure to talk about this award during opening/closing ceremonies, throughout the camp day, etc.***



# CAMP DAY PROCEDURES

## *Counting*

Counselors should begin counting their group of campers as they arrive at opening ceremonies and have a complete count by the end of opening ceremonies.

Counselors and directors must cross-reference camper attendance no later than 9:00 a.m

### **Counselors must**

- ✓ Know the count of their group throughout the camp day
- ✓ Count kids before any transition or movement throughout the day
- ✓ Count kids before and after any restroom break
- ✓ Work with Director to keep an accurate count of campers during post-camp

## *Line of Sight*

All campers should be in the line of sight of a counselor. When activities involve the direct involvement of one counselor that prevents them from having a line of sight, such as playing a high activity game, the other counselor must make sure they have a line of sight of the campers.



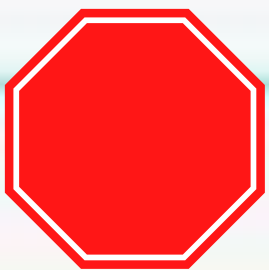
# CAMP DAY PROCEDURES

## *Entering a room or space*

Counselors must always enter a room or space before their campers. This ensures that the space you are entering is safe for the campers. It also allows for a counselor to monitor campers' expectations as they enter a new space. ***Helpful hint: have a camper be a door holder if necessary.***

## *Zoning/Situational Awareness*

Refers to monitoring kids in a specific area. When in charge of a zone counselors should set boundaries for their campers and ensure line of sight.



## **DON'T FORGET:**

***You are not zoning correctly:***

- ***If campers are behind you***
- ***If campers are behind an object***
- ***If a camper leaves your zone unsupervised***



# CAMP DAY PROCEDURES

## *Sandwiching*

When in a line, one counselor should be at the front of the line and the other counselor at the back of the line, keeping all campers in-between. When possible, in a room, one counselor should position themselves on one side of the room and the other counselor should be on the other side of the room with campers in-between.



## *First Aid*

**Step 1:** Assess and treat injury or illness

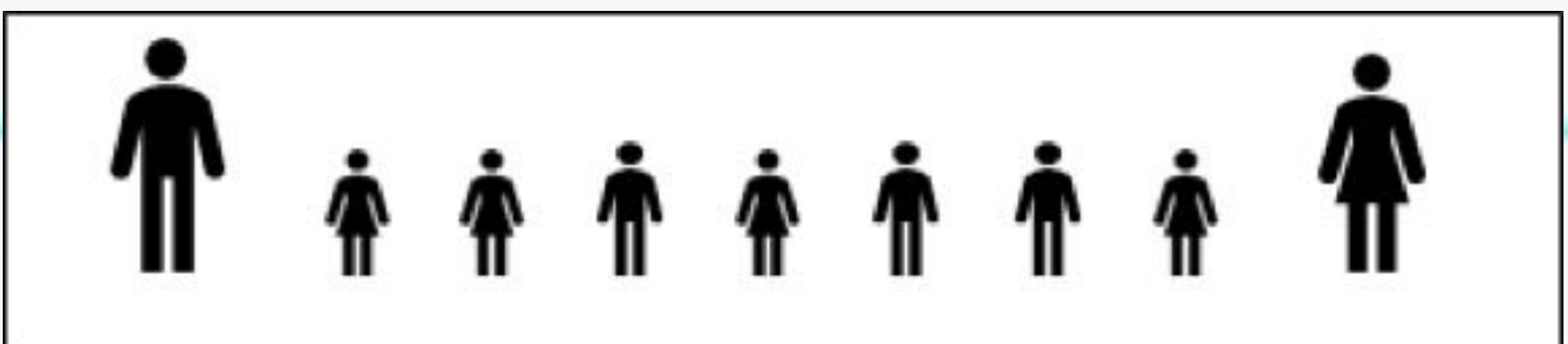
**Step 2:** Record incident in the first aid log

- Name of camper
- Date and time of injury
- Description of injury
- Description of treatment given
- If a parent was called or not called
- Full name of the counselor

**Step 3:** Communicate injury to director

**Step 4:** Communicate injury to parent

A communication log can be important to make sure all staff is on the same page and the correct information is being communicated to parents. For more information on a communication log please get with your camps manager.



# CAMP DAY PROCEDURES

## Camper Bathroom Breaks

**Goals:** Safety, avoid potty accidents

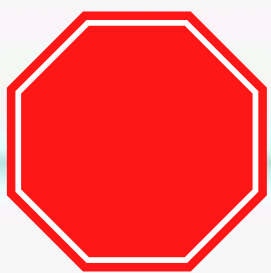
Restroom breaks are going to happen, and they need to happen often--if they are not written into your schedule, take the initiative and ensure campers go at the beginning or end of each rotation.

All campers need to try to use the restroom. They will tell you they do not need to go but the truth is they might think they will miss out on something, so we need to encourage them to try.

### How to complete a restroom rotation

**Step 1:** Sweep the restroom, meaning a counselor should enter the restroom to make sure no danger or adults are using the restroom. If you are the opposite gender simply knock on the restroom door, prop it open slightly and ask into the restroom if it is occupied.

**Step 2:** One counselor should stand at the propped restroom door and listen/look to ensure campers are behaving or ensuring they do not need assistance. The other counselor is engaging with the campers that are finished or are still waiting.



## **DON'T FORGET:**

***If taking a single camper (not preferred), make sure you are visible (have a line of sight) with another staff member. Never enter a restroom with a camper alone.***

# CAMP DAY PROCEDURES

## *Camper Assistance*

Campers must be fully potty trained to come to camp, if you do not feel a camper is fully potty trained, please let your director know ASAP. Fully potty-trained means they should not be in pull-ups, be able to wipe themselves, not have frequent potty accidents, etc.

If a camper asks for assistance in wiping, let them know you cannot physically do it for them, but you can help by walking them through the process. (i.e. stay at the doorway and tell them to take some toilet paper in their hand and wipe front to back.) Make sure to let your director know the camper requested some assistance, so we can ensure we are opening communication with parents, and they are working at home with the camper as well.

Sometimes a camper might need assistance buttoning their shorts/pants and when this happens, we need to encourage them to come to you at the doorway (you do not go to them) and help button their pants where you are public, and another counselor can see you.

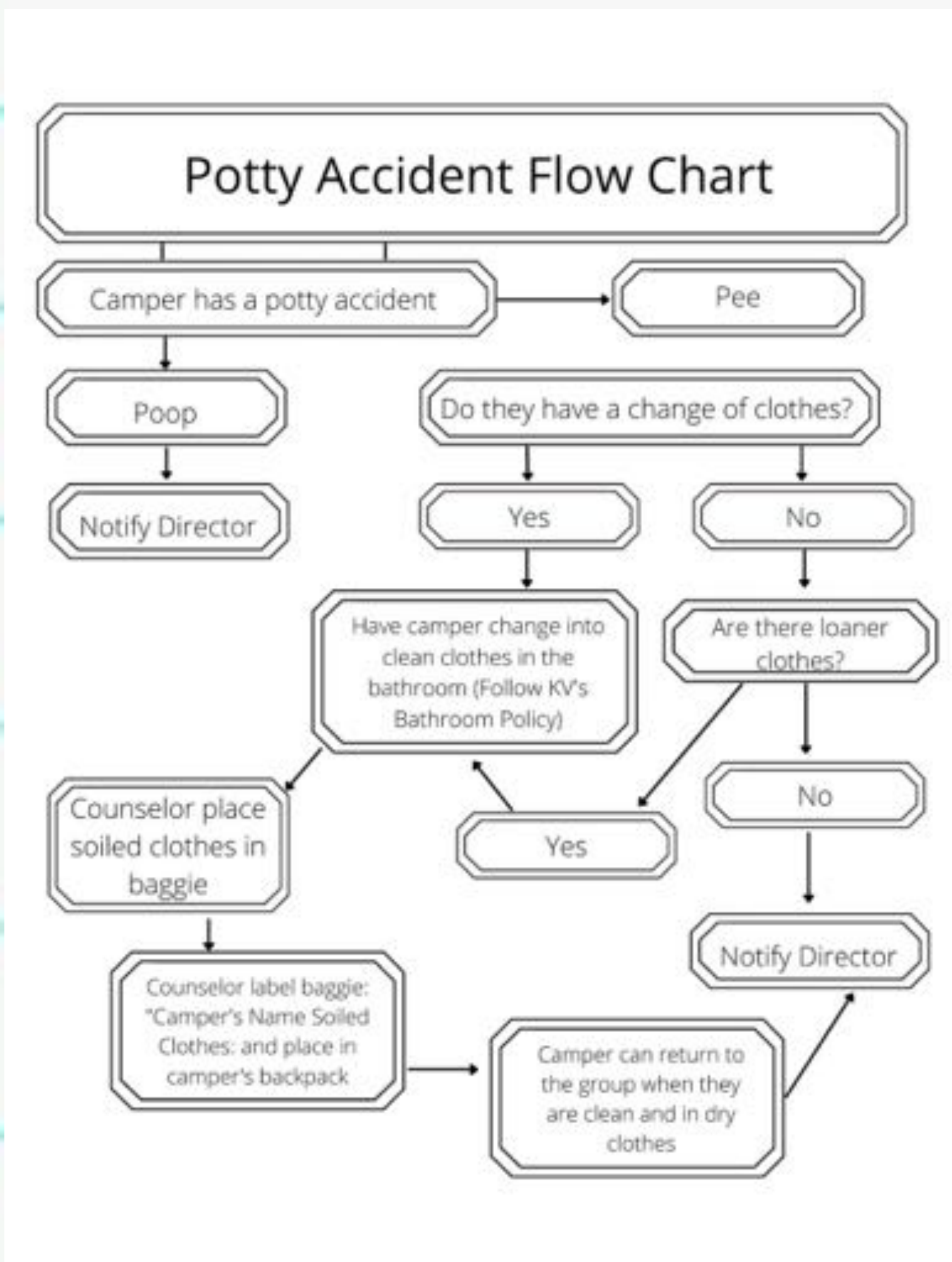


# CAMP DAY PROCEDURES

## *What to do if a camper has a potty accident?*

Refer to Counselor Potty Accident Flowchart below.

Communicate with your co-counselor about the situation. Always stay visible or have a line of sight with another staff in the process.





# CUSTOMER SERVICE



## CUSTOMER SERVICE CORNERSTONES

### 1 PATIENCE/DALMING PRESENCE

Having the presence of mind and attitude to listen first and provide calm and patient service. Even when our customers are not calm, we always remain so. We are the calm in the storm.



### 2 ATTENTIVENESS

When providing CS, ensure that we give the customer our undivided attention. They are our primary concern and we should demonstrate that in verbal and nonverbal language.

### 3 CLEAR COMMUNICATION

Providing customers with clear, concise information will go a long way in providing excellent service. This means you must know your information.



### 4 KNOW YOUR STUFF

As providers, we must have a strong knowledge of our products, services and mission. Having this will allow us to provide concise information and satisfy our customers needs.



### 5 POSITIVE LANGUAGE & ATTITUDE

Focus on using positive language to resolve issues with parents. Keeping a positive attitude can only aid us in tough situations. Our goal is to help find the best solutions.

### 6 READ BETWEEN THE LINES

Being a good listener really goes a long way with parents and will greatly improve our ability to read different situations. Be aware of tone and body language.



### 7 EXCEED EXPECTATIONS

Understand our customer's expectations and try to go above and beyond that. Part of our mission state's "we are more than just a camp!" Let's show our families that.

### 8 GRACE UNDER PRESSURE

Each day at camp is different and you must be able to roll with the punches. Being able to solve a problem without letting it wreck you is essential.



### 9 180 RULE

When difficult situations arise it is important to be able to turn that situation into a good experience for the parents through empathizing and finding solutions.

### 10 SHARPEN YOUR SWORD

The desire to constantly learn and grow is essential. There is always room to learn something you don't know or can improve on.



# CREATING CAMP SPACE

In all the spaces utilized during the summer, we should create an inviting and fun atmosphere. Some sites may be more challenging than others but let's do our best to make the spaces the best they can be.

Use butcher paper to cover tables or to keep campers out of certain areas. Paint, draw, tape camper artwork to butcher paper so it looks more inviting, please do not leave it blank. Ensure materials for that room are out and accessible to campers (i.e., make sure plastic is taken off new items, items are at a level where campers can see what it is, etc.)



**Art  
Centers**

**Post  
Camp**

**Science  
Centers**

**Imagination  
Centers**

# HOW TO EFFECTIVELY LEAD AN ACTIVITY

## *Understand your Schedule and Rotation Times*

Know where you need to go and when--this is why a watch is part of our uniform!!

## *Work as a Team*

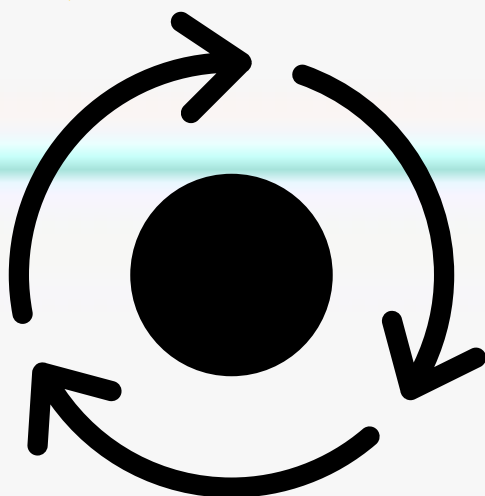
It is so important to work as a team when leading an activity. Have one counselor leading the activity and the other counselor managing the campers.

## *Be Prepared*

Know the activity and plan for what may work or not work for your campers. Reading your curriculum ahead of time will allow you to brainstorm ways to add camp magic and make it more exciting for campers.

## DID YOU KNOW??

Your level of preparedness will drastically affect the success of an activity.



# HOW TO EFFECTIVELY LEAD AN ACTIVITY

## *Be Flexible*

Things might not go as planned and that is ok. What did work or what can you take from the activity for it to be successful for your campers?

## *Generate Excitement/Show Enthusiasm*



## *Participate in the Activity*

We often say this for our campers, but it is also TRUE for the staff and campers to know it. Get into the game and play with the campers, if you are involved, they are more likely to buy into the activity and YOU.

Use props (visual cues) when presenting an activity This could be the completed project/activity, things that will be used during the activity, nonsense things that have nothing to do with what you are talking about (*i.e., puppets.*) This will help keep their attention and generate some interest in the activity.

# HOW TO EFFECTIVELY LEAD AN ACTIVITY

## *Start with a Bang!*

Introduce an activity by uncovering a mystery, beginning an adventure, telling a story, singing a song, doing something funny, doing a magic trick.

*If the activity is making ice cream in a bag before you start the activity, sing the song Ice Cream and Cake with your campers.*

This does not mean you need to come up with something new, something never done before, something profound or earth-shattering...being creative is simply a slight adjustment.

## *Pause*

When you are giving directions/presenting an activity  
A well-placed pause in your speech can give the instructions, descriptions, or just plain dialogue a dramatic or suspenseful quality. Don't rush through the explanation as you will lose your campers.



# HOW TO EFFECTIVELY LEAD AN ACTIVITY

## *ALWAYS have a backup plan*

Not everything will work out as expected and as counselors, we need to have a Plan B. This does not need to be earth-shattering but can be as simple as carrying around a ball throughout the day so that if you have downtime or activity doesn't work out you can play a simple game with the ball.

## **DID YOU KNOW??**

A simple tweak or twist in the activity can make all the difference for a camper or the group.

## *Ask more Questions than Statements*

This technique helps all activities become more interactive and less counselor-driven talking at campers. It often helps with problem-solving, developing expectations for the activity, and giving the campers a sense of control. Some groups or campers may be more interactive than others, but all campers have a voice and want to be heard.

*Ask the campers what they think will happen next, or what happens if we use this instead, ask what rules should be in the game, etc.*

# HOW TO EFFECTIVELY LEAD AN ACTIVITY

## *Language*

A simple change of tone and wording from a negative to a positive can make all the difference whether the campers will listen and cooperate. Try to use DO instead of DON'T when giving instructions or disciplining.

Instead of		Try
Don't run		Please walk
Don't yell		Please use a quiet voice
Don't hit		Please be gentle
Don't throw toys		Please put them away gently

One kind word can change someone's entire day!  
-Unknown

# FOUNDATION / WEEKLY ACTIVITIES

What are foundation activities? These are activities that are completed at least once every week. For the Discover Program they are as follows:

## *Playground*

*Exploration and Physical Activity Cornerstone*

### **Why is it important??**

Provide campers with a safe environment designed specifically to foster and enhance the opportunities for a child to play alone, with a counselor, or with other campers

### **Your role:**

PLAY with the campers, supervise, and ensure the safety of all campers, mentally and physically.

TIME SPENT  
PLAYING  
WITH CHILDREN  
IS NEVER  
WASTED





# FOUNDATION / WEEKLY

## ACTIVITIES

### *Chill Time*

#### *Reflective Activity Cornerstone*

At camp, there will be some campers who fall asleep during the chill time (*with or without the help of counselors*) and there will be some campers who do not fall asleep during this time. It is still important for the campers who do not “nap” to have a period of quiet time.

Parents will note when they register if they would like their camper to nap or if they would prefer for their camper not to nap.

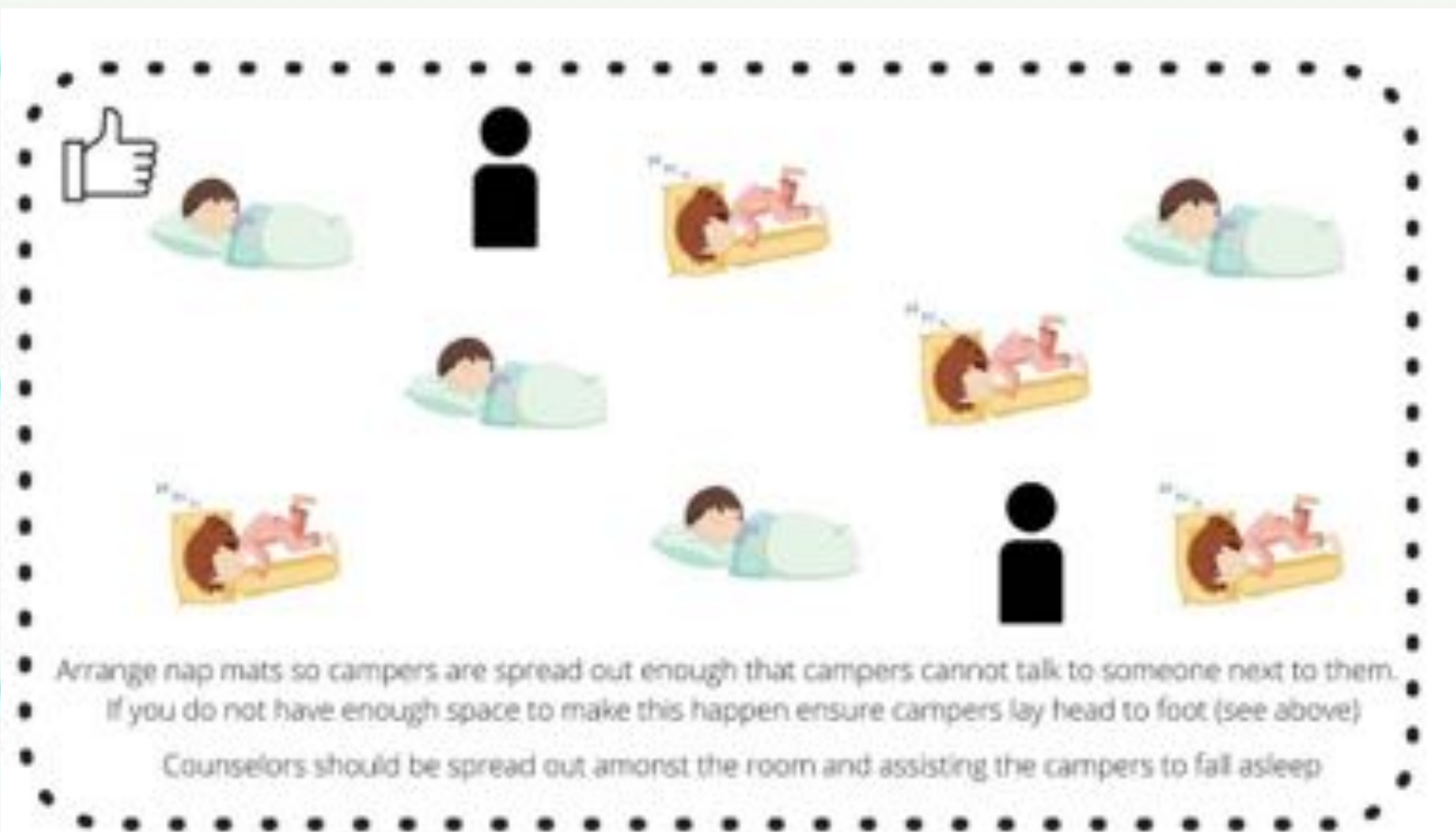
For the campers who do not “nap”, there will be some quiet activities they can work on during that time. Campers should still have their own space to work quietly and there should be limited movement and talking. Lights can still be turned down low and soft music playing. This is a time to rest their minds and bodies.



# FOUNDATION / WEEKLY

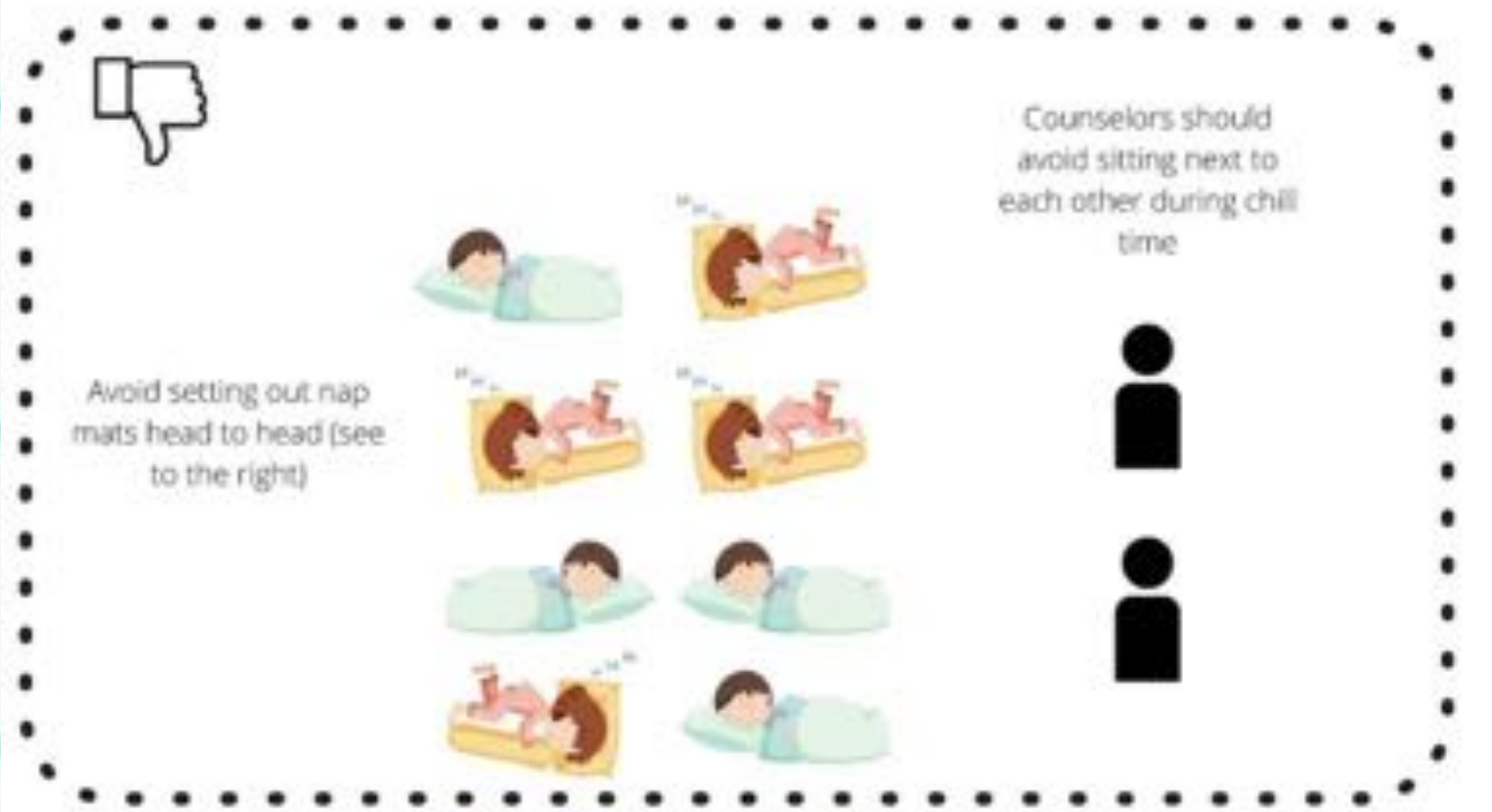
## ACTIVITIES

### *Chill Time*



A thumbs up icon is in the top left corner. The diagram shows a 3x4 grid of icons. The first and third columns contain icons of a child sleeping on a green mat. The second and fourth columns contain icons of a child sleeping on a yellow mat with a pink dog. A black silhouette of a person is in the top middle and bottom right positions.

- Arrange nap mats so campers are spread out enough that campers cannot talk to someone next to them.
- If you do not have enough space to make this happen ensure campers lay head to foot (see above)
- Counselors should be spread out amongst the room and assisting the campers to fall asleep



A thumbs down icon is in the top left corner. The diagram shows a 4x2 grid of icons. The first and third rows contain icons of a child sleeping on a green mat. The second and fourth rows contain icons of a child sleeping on a yellow mat with a pink dog. A black silhouette of a person is in the top middle and bottom middle positions.

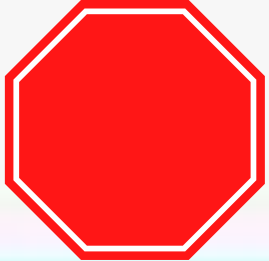
Avoid setting out nap mats head to head (see to the right)

Counselors should avoid sitting next to each other during chill time

# FOUNDATION / WEEKLY

## ACTIVITIES

### *Chill Time*



## **DON'T FORGET:**

***Ensure all campers have gone to the restroom before they lay down or get adjusted for chill time. This will help alleviate campers getting up and down during chill time and help prevent potty accidents. If campers have potty accidents during the chill time, please get with your director or camp manager.***

### *Why is Chill Time important??*

Sleep is a major requirement for good health. Naps and quiet time will provide much-needed downtime for growth and rejuvenation. Naps also help kids from becoming overtired, which can affect their moods by the end of the week.

### *Why is Chill Time important??*

Have a music machine playing some type of soft or soothing music.

*Make sure to ask yourself: What can I do to create an environment of relaxation and to help release campers from the activities and tensions of the day??*

# FOUNDATION / WEEKLY

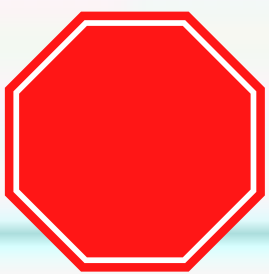
## ACTIVITIES

### *What to do during Chill Time*

Deep breathing is an effective way to calm the body's natural response to stress. Coach campers breathe in deeply (...two, three) and hold (...two, three) and release (...two, three.) Repeat as necessary.

Progressive Muscle Relaxation: Teach campers to tense and then relax different muscle groups. Start with the toes; move up to legs, stomach, arms, and finally the face and the scalp.

Place yourself amongst the campers to assist campers in falling asleep. It is also important to strategically place yourself by campers that may need a little more attention or assistance to fall asleep.



## **DON'T FORGET:**

***Be sure to place yourself amongst the campers during Chill Time. Counselors should be assisting campers in relaxing or falling asleep. Counselors can do this by patting campers softly on the back or simply being present next to a restless camper. This will help campers that may need more attention or assistance to relax or fall asleep.***

***It is also a safety measure to monitor campers while they nap.***

**TALK  
QUIETLY**

**DIM THE  
LIGHTS**

**PAT CAMPERS  
BACKS**

**PLAY SOFT  
MUSIC**

**PRACTICE DEEP  
BREATHING**

# FOUNDATION / WEEKLY ACTIVITIES

## *Time Frame*

45 minutes to an hour

- 3's will most likely nap – Possible to extend to an hour and a half if needed for this age group
- Some 4's may nap and some 4's may not nap
- 5's may not nap

## *What if they do not bring a nap mat?*

Simply have them sit on the floor with something quiet to do. Let a director know and work to remind parents to bring a nap mat the following day. Do not allow campers to lay on the tile floor.

## *What to do at the end of Chill Time?*

Start by turning off the music and turning on the lights. Have one counselor assist campers in folding up their nap mats and have another counselor do a small activity with the campers who are awake and have cleaned up while the other campers are continuing to wake up.

# SPECIAL ACTIVITIES

## *HASMAT Activities*

HASMAT activities are an outside vendor comes in and does something with the camp that we generally cannot. Camp will rotate between Archery Tag and Rock Wall. These activities should be noted weekly on your daily camp schedules.

## *Counselor Role for HASMAT*

Even though counselors are not leading the HASMAT activities, counselors should be available and willing to assist the HASMAT Team in ensuring the success of the rotations. Counselors should be engaged and involved during the rotation.

## DID YOU KNOW??

When Archery Tag is scheduled for the Explore Program, the Discover Program will be designated another special activity. They do not play Archery Tag.



# SPECIAL ACTIVITIES

## *Team Building/Low Ropes*

From the Oxford Dictionary: The action or process of causing a group of people to work together effectively as a team, especially using activities and events designed to increase motivation and promote cooperation.

## DID YOU KNOW??

Team Building and teamwork are so important even for our youngest campers.

## *Why is Team Building Important?*

### **Benefits of Team Building for Discover Program**

1. Campers will have the chance to work on communication
2. Work towards a common goal
3. Develop Confidence in their abilities
4. Important parts of personal and group development.

### **Develops the Following Skills**

1. Problem Solving
2. Communication
3. Cooperation
4. Listening
5. Self-Esteem
6. Idea Exchange
7. Working with others in different groups
8. Leadership
9. Creative thinking



# SPECIAL ACTIVITIES

## *Splash Day*

A time to explore and play with water-based activities, there may also be some non-water activities for campers who may not want to get wet.

Splash is completed once a week. Campers should come into camp with their swimsuits and sunscreen applied. Campers should bring a towel and a change of clothes for after Splash Day. \*\*Counselors MUST be prepared to get wet and interact with campers during Splash Day! Bring clothes you do not mind getting wet. Be sure to bring your uniform to change after Splash Day!

Having lunch outside after Splash Day so everyone can dry off is a GREAT idea! It will help campers to dry off completely and make changing into their dry clothes easier. Get with your Director on a game plan to safely and efficiently get campers into their dry clothes.

## DID YOU KNOW??

Setting out the same activities each week can become dull by the end of summer. Try to have some new stuff each week or make small tweaks to what you have done to keep it fresh and new. Be creative with what you have onsite.





# SPECIAL ACTIVITIES

## *Splash Day Basic Supplies*

- Water Source
- Water hose
- Sprinkler
- Tarp for Slip N Slide
- Shaving Cream
- Bubbles
- Snow Cones and Snow Cone Syrup
- Baby Pools
- Chalk

## DID YOU KNOW??

Splash day can be done in rotations if you have large numbers OR you can complete much like a center's rotation. Set up different areas where campers can rotate through as they wish OR there is a time limit for each activity. Example Rotations are below!



# SPECIAL ACTIVITIES

## Splash Day Rotations

**Rotation 1**

**1-2 baby  
pools**

**Water  
Toys**

**Rotation 2**

**Snow  
Cones/Treat**

**Chalk**

**Rotation 3**

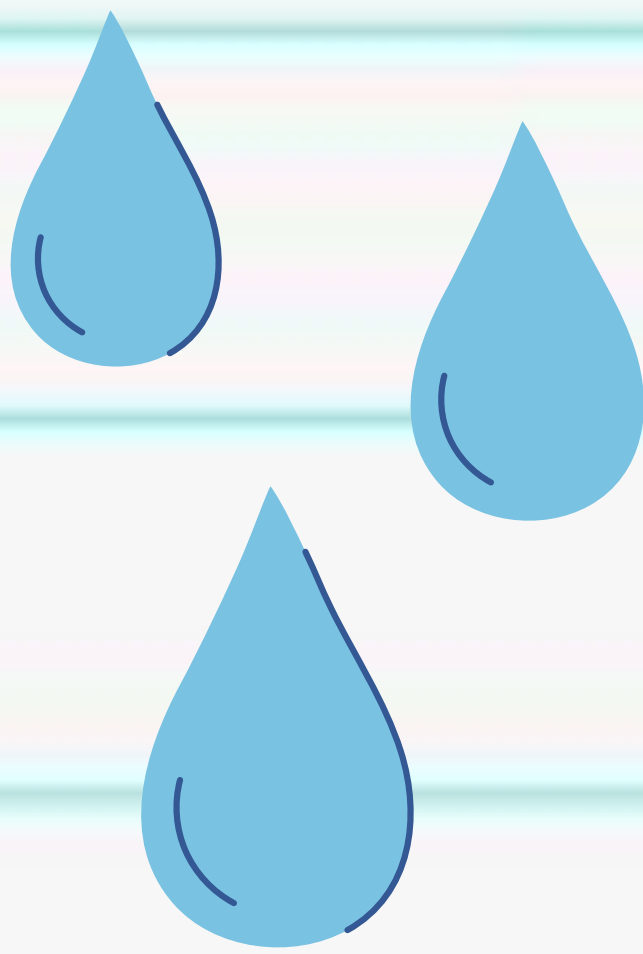
**Playground**

**Playground**

**Rotation 4**

**Shaving  
Cream**

**Bubbles**



**Rotation 5**

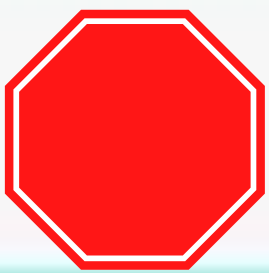
**Slip & Slide**

**Sprinkler**



# EXPLORATION, IMAGINATION, CREATIVE CENTERS

Make sure to set up art centers at different tables so there is delineation between the various activities.



## **DON'T FORGET:**

***Set a timer for how long campers will be at each center. For a group of 12-18 campers and 4 stations, there will be approx. 4 campers per station. With a 20-minute activity time and 4 centers, campers will have about 5 minutes at each activity.***

Another option is to let campers move as they please. Whatever option you choose make sure to explain the expectations before emphasizing the start of the creative center

More instructions for each center can be found in your Curriculum



# HOW WE PLAY: SUMMER CAMP CURRICULUM

## *Physical Cornerstone*

What is it?? For kids, exercise means playing and being physically active. Kids exercise when they have gym class at school, during recess, at dance class or soccer practice, while riding bikes, or when playing tag

***For Discovers we are introducing Physical Activity.***

## DID YOU KNOW??

***Young children are wired to move.***

Games and other physical activities are to be focused on the introduction to a game, the basics, and having fun rather than following ALL the rules of a game. Campers while developing the physical skills to play a game properly are also learning other skills such as cooperation, following multiple rules/instructions, and sportsmanship.



# HOW WE PLAY: SUMMER CAMP CURRICULUM

## *Creative Cornerstone*

What is it?? The freest form of self-expression. Creative activities help acknowledge and celebrate children's uniqueness and diversity as well as offer a way for counselors to learn more about the child and what they may be thinking or feeling

For Discovers we are fostering the creative process. Meaning we are putting emphasis on the process of creativity and not on the finished project.



# HOW WE PLAY: SUMMER CAMP CURRICULUM

## *Exploration Cornerstone*

What is it?? Going through an unfamiliar situation and learning about it.

For Discovers we are INTRODUCING Exploration. This is a time where they begin to develop social and cognitive skills, mature emotionally, and gain self-confidence.

Campers need the freedom to explore and play, as this is how they learn.



# HOW WE PLAY: SUMMER CAMP CURRICULUM

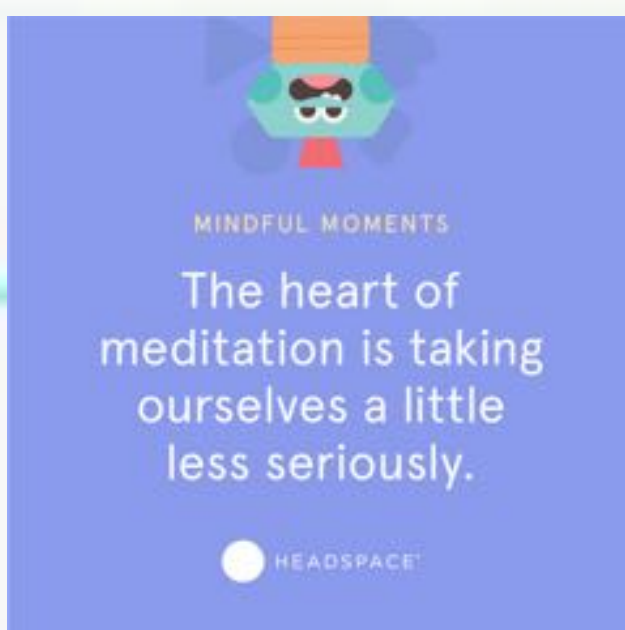
## *Reflection Cornerstone*

What is it?? A way of allowing campers to step back and reflect on their experience. A time to stop and refocus their energy for the day.

For Discovers we are introducing campers to the idea of reflection. There are two components to reflection with this age group.

1. We want them to put meaning and express/communicate why they planned to do something or why they changed their mind.
2. The dialogue will help us understand how each camper thinks and allow us to understand what their needs may be and how we can improve on the day-to-day camp.

Do not be intimidated by this cornerstone. Campers simply need to have time to reflect and process their day and this can take various forms.



# HOW WE PLAY: SUMMER CAMP CURRICULUM

## *Reflection Cornerstone*

**Yoga:** They will not be able to complete a sequence, but you can try a few poses and make it fun and engaging for them. Don't take it too seriously.

**Keep vocab simple:** don't worry about rights and lefts  
Use Sound Effects when completing the poses

**Coloring Pages:** A simple activity can allow time for campers to pause and allow their bodies to calm down.

**Playdough:** Use play dough to make happy and sad faces, just allowing them to play with playdough and create whatever they want can be reflective

**Great online resources:** Cosmic Kids (Yoga and meditation videos) and Go Noodle (brain breaks)

