

TOP TRAINING TIPS

These activities combine the fun of games, exercises and activities with opportunities for rationales, messages and de-briefing.

In order to draw upon the widest possible resource and assemble the most diverse collection of activities, we asked the experts – camp directors and camp educators in various camping associations. Everyone who responded with a solid suggestion received a copy of the *Top Training Tips* for their use. Add your “best” to the “rest” so we can “test” the results together.



Directors and educators thought about their staff training and staff development programs. They were asked to identify one or more ‘must do’ activities in their annual staff training or in-service development. They provided exercises, activities or demonstrations that they value as a way to help their staff grasp the underlying principles of leadership philosophy and to prepare for leadership responsibilities ahead.

Note:

- This exercise is repeatable in any setting, by any association and for any topic. It provides a great vehicle for snapshots on current thinking for any camping or education subject.
- All of these activities work! They are great activities because the leadership team that has suggested them understands them more fully than can be conveyed in one entry of general instruction. In some cases, the activity has been edited or adapted slightly from its original submission in order to provide wider applicability to more camp settings. The editor hopes that no essential element has been ‘lost in translation’.
- If a key message has been distorted or omitted, we take full responsibility and we apologize. Thank you.

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WHAT IS OUR CAMP ALL ABOUT?

Set-Up:

1. Prepare 5-10 short written pieces of Camp Information (history, mission, philosophy, policies, camp facts, director's biography)
2. Divide the total group into as many small groups as there are pieces of information.
3. Provide an even distribution of veteran and new staff.
4. Provide access to props, posters, creative materials.

Delivery:

1. Assign one piece of information to each group.
2. Assign each group a different medium for delivering the message (e.g. rap song, poem, poster, opera, interpretive dance, artwork, role play)
3. Direct the group to develop a way to clearly and thoroughly convey the information to the rest of the group.
4. Allow 15-20 minutes to prepare their presentation.
5. Invite each group to present.
6. Permit questions or further clarification.

Follow-up:

1. Use the questions and clarifications to convey the full message and importance of the philosophy, promises, mission, etc.
2. Staff and campers are the true vehicles for delivering these message to other campers, staff and the public.
3. Through the people at Camp we appreciate the real 'image' or 'culture' of a program or place.
4. Knowledge can be fun!

THE GRID

Set-Up:

1. Divide the total group into smaller groups of 8-10 persons.
2. Each group is then separated into two half-groups that sit close to one another.
3. Each half-group receives a piece of paper with a 6 X 6 Grid drawn on it (A-F rows, 1-6 columns)
4. Each half-group has a pencil or crayon.
5. The half-groups should be close enough to hear one another but not so close that they can 'overhear' one another.
6. Prepare to read the following instructions...

Delivery:

1. "Each half-group selects a different letter of the alphabet or symbol to represent their move but not an X or Y (e.g. M and T, Star and Check)
2. The purpose of the activity is for each group to obtain the highest number of points.
3. Each group has 15 seconds to decide which square they will claim and then announce it to the other group. (e.g. M Group claims A-2). Fifteen seconds later (T Group claims F6). Fifteen seconds later...
4. The activity continues until there are no more moves or no more points possible
5. A point is earned when for every straight line of five symbols is achieved (vertical, horizontal or diagonal) with the same letter or symbol in them
6. There will be no communication between the two half-groups other than the claim of a square.
7. The activity begins with the first claim 15 seconds from now."
8. The facilitator then monitors the clock as the choices are made.
9. Maintain a full 15 seconds and announce the time so that all groups are proceeding at the same pace.

Follow-up:

1. In almost all cases, no points are secured by either half-group.
2. Despite the careful use of language in the instructions the activity is almost always viewed as competitive. Each half-group blocks the other while trying to obtain the points 'for themselves'.
3. Careful and trusting groups can obtain 12 points (6 for each small group). Few groups gain any points.
4. Discussions centre on creating trust, competition vs. cooperation, importance of communication and the assumptions we can make when we do not listen carefully and thoughtfully.

DON'T LOSE YOUR MARBLES

Set-Up:

1. Collect a large glass jar of marbles, candies or other small objects.
2. It is helpful to design a sheet on which each staff member will record the names of seven other staff.

Delivery:

1. Each person makes their own estimate of the number of 'marbles' in the jar.
2. After an introduction to one other person, the pair works together and discusses an estimate by consensus.
3. Repeat the exercise in groups of four.
4. Repeat it once more as a group of eight.
5. At each stage, the group is encouraged to reason their way to a consensus.

Follow-up:

1. This exercise is a simple GTKY - 'Get to Know You' activity but it allows discussions of how we behave in new groups and how we assert opinions.

STAFFING THE SWITCHBOARD

Set-Up:

1. Divide the 'stage' in front of the staff
2. Set up an 'Office' with the Director's desk and telephone
3. Set up a 'Home' of a staff or camper family with a telephone (Alternatively, the call can come from another room to a speaker phone)
4. Prepare a few people to role-play as 'parents'
5. Option: provide a few other fun 'distractions' (staff and campers coming in to talk to the director, hallway noise, announcements, etc.)

Delivery:

1. Place a camp staff in the Director's chair.
2. Have the first 'parent' call and ask a few questions. (See below)
3. Replace the Director for each parents' call
4. The parents may use different attitudes or emotional investment in the conversation...

Sample backgrounds - questions:

Parent #1: 8 yr. old son is the victim of bullying. "He has had his stuff damaged, his glasses broken and his food taken. He refuses to name the boy(s). This is shameful. I thought the Camp was zero tolerance for violence "

Parent #2: 13 yr. old daughter at Camp with two other children not yet of Camp age. "The cabins, grounds and buildings are a mess. There is graffiti everywhere. Do you have no pride? What is going on in that place?"

Parent #3: 10 yr. old son & 13 yr. old daughter, single working parent away from home quite a bit, business like and clinical - "Why is there no Camp canoe trip? Trips are an essential part of the enrichment of a child's learning experience. Where has all the tradition gone? Find the money!"

Parent #4: 8 and 11 yr. old boy, alumni, outgoing and chatty, relate a personal anecdote before every question - "My older boy has described a situation alone with a another staff. He was changing his clothes and the other boy in another cabin approached him and made some inappropriate remarks. You might want to check into it...."

Follow-up:

1. We are all ambassadors of and for our Camp.
2. We interpret the mission and value statements of the Board for parents and Staff alike.
3. Our actions carry out the promises we make in our 'contract' with the family.

CAMP SPIRIT CLUB

Set-Up:

1. Assign various staff to leadership role each morning at a Camp Spirit Club.
2. The task is to get the blood flowing in a creative, fun-filled and social way.
3. Set-up for each morning will vary with the activity choice.

Delivery:

1. At the Camp's final announcements of a day, give direction and details for the group to meet in a mystery spot around the Camp include time, equipment and location (runners, sweats, swim suits, etc.)
2. The activity unfolds with whatever crazy characters, music, exercise or activity the leadership team decides to deliver.
3. Examples include: Camp-Wide Hip Hop, 'Club Med' Hose and Spray Party, Par Lauf Relay, Tag Team Jogging Club, Celebrity Fitness Class, Berry Picking Club....
4. Encourage organizers to conduct the activities in different parts of Camp in order to demonstrate the potential of various program spaces and spread the Spirit to others who might wish to join.

Follow-up:

1. No follow-up necessary.
2. Some discussion and points can be made about creativity, use of program space, creating something from nothing, shared activity building relationships and, of course, gratitude.

BACK TO BASICS DAY

Set-Up:

1. Assemble a few staff/ senior camp staff to identify 15 or 20 of the smaller but key elements of daily routine, effective counselling and cabin management. Under the title of the topic, have these camp staff identify the principal points to consider and discuss.
2. Place a copy of these topics near the appropriate physical spot in Camp
3. Create enough room in the day's schedule to permit some small group discussion time around the topics

Delivery:

1. Announce that the following morning of Orientation begins with a Back to Basics Day.
2. An experienced Team Leader is the 'tour guide' for the day with a small group of other Staff.
3. Begin with 'Arrival' - how do you arrive at Camp (physically or mentally or both), check in and get ready for the day? Where can you go for information about this or that?
4. During the regular routine of Staff Training Week, the 'tour' group moves to these designated areas of Camp for a discussion or role-play about the topic.

5. Conclude with 'Departure or After Camp Activities'.
6. First time Staff can ask questions and veteran staff can offer advice.

Follow-up:

1. There is no need for follow-up because your staff can cover an enormous amount of information in creating and defining the 'culture' of Camp.
2. Answer any questions that may arise.

FISHBOWL FUN

Set-Up:

1. Conduct most of your staff training before this exercise - it is important that people are comfortable with one another and with the underlying principles of Camp.
2. Divide your group into small groups (4-5)
3. Prepare a separate slip of paper or a card for each 'character' in the Camp role play with secret information about their role.
4. Provide hats, signs or props to indicate the characters in staff or camper roles.

Delivery:

1. The task is to 'perform' the scene as 'theatre in the round', improvised or as a surprise event within the overall schedule.
2. The staff leaders should be prepared to react appropriately to the typical challenges of daily Camp life: anger, apprehension, timidity, etc.
3. Following the scene, the audience can ask questions or react to the scene strategies.

EXAMPLE:

1. Counsellor – project planner
2. Camper – supportive
3. Camper – introverted, non-communicative
4. Camper – heckler, 'anarchist', disrupter
5. Camper – willing to support good ideas, looking for acknowledgement of effort
6. Camper – good natured, comic input, blissfully un-informed

Follow-up:

1. This type of activity is very useful in providing practical demonstrations of the types of responsibilities, situations and strategies that may arise over the camp session.

IGWOTOGA - INTER-GALACTIC WORKING TOGETHER GAME

Set-Up:

1. Set up a variety of Camp-based, team oriented tasks in different areas of the Camp (see examples below).
2. Prepare handouts and instructions.
3. Direct the group to prepare for running activity.
4. Divide the group into smaller groups of (4-8). Assign animal names to each group.
5. Provide a loud noise maker (Bell, whistle, large pot, Camp bell) as an end point signal

Delivery:

1. Introduce the 'demise of the planet', need for full evacuation and limited room on space ship.
2. Challenge each group/animal species to earn a seat on the space flight
3. Outline any necessary rules not explained in the written handout
4. Outline safety guidelines, home base for each group
5. Start the activity
6. Send a Camp wide signal at the 20 minute mark to indicate the end of the first segment of the activity

7. Receive the groups back at the start
8. Direct them to complete the last task on the page
9. When all groups are returned and completed, call up each group for presentation and 'plea'

See below and back of this page for a sample task outline....

Follow-up:

1. Invite comments around any of the following topics: communication, group dynamics, leadership, teamwork, stamina, pacing, decision-making and humour.
2. Bridge to transferable discussion about the year at Camp.
3. Discuss program organization and program leadership as they relate to this exercise. What can we learn about our own programs?

IGWOTOGA Experiment

Page 1 - **Do not turn this page over until directed to do so.**

1. Complete all tasks and return to the start in 75 Minutes!
2. This sheet describes your group's task to complete. Complete it without interaction or interfering with any other group's efforts toward completion of their task.
3. Complete the first three tasks first on Page 2 (and in order) and the last three tasks on Page 2 last (and in order). You may complete other tasks in any order.
4. Stay together as a group,
5. Conduct all activities in a safe manner. Do not converse with anyone outside your group.
6. No two groups may be present at a task at any given time. Move on and return later, if necessary. Send out scouts, if necessary to determine an activity's availability (but conduct the activity as a group).
7. Signal loudly at the point in the activity when your group feels that you are 15 minutes from completion.
8. Wait for the signal from the IGWOTOGA Chief Engineer before turning to Page 2

Page 2

Group Name: _____

Complete in order and before you proceed.....

1. Remove all watches and time pieces and place them on this table...then...
2. Read the entire rest of this page before proceeding to the next item...then...
3. Proceed immediately to your animal's Home Base and wait for the sound of a bell to signal your ability to move anywhere else in the Camp (approximately 20 minutes) ...then...

Complete in any order....

4. As an animal group develop the following: (A philosophy or reason for being/A Language complete with a few simple phrases/Code of Behaviour for Social Interaction/A Ritual Dance or Group Activity). This activity will require approximately 20 minutes
5. Go to the Track and Field Area and paint a picture of your animal's family crest.
6. Go to Point A and tie yourselves into a single group. Run to around the Camp fountain three times before you enter it get your knees wet.
7. Go to Station A and transport the entire group safely to Station B using the carts provided (or vice versa – from B to A).
8. Gather five different signatures from five different staff working in five different departments at Camp.
9. Build a clay sculpture of your animal species ideal habitat in the Utopian New World.
10. Create and deliver a singing telegram to the Office Staff.

Complete these last three items in this order and in the last 15 minutes...

11. Sound your imminent completion of all tasks with your signal 15 minutes before you complete...then...
12. Return to the start area and your table (within 75 minutes) ...then...
13. Write out a final 'plea' for inclusion in the IGWOTOGA Experiment Inter-Galactic Transport to the New World.

Final Note:

Now that you have successfully completed Item #2 "**Read the entire rest of this page before proceeding**", you are all still standing in the start area. Send someone to whisper to the Chief Engineer: 'We follow instructions pretty well...' and then go on to #3

STAFFING THE CAMP FAIR

Set-Up:

1. Provided poster paper and creative arts materials. Provide a Camp Brochure to each group.
2. Divide the group into appropriate sized work groups - (4-10 Staff)
3. Set up your Camp Fair display in one corner of a large room (keep it hidden from view for the first part of the exercise).
4. Enlist the help of a few 'parent' actors (or real parents) who are unknown to the majority of the staff group.

Delivery:

1. Explain the concept of a Camp Fair (typical marketing strategy for many camps) in which parents looking for the right setting for their child come to a place where there are a number of choices and a number of Camp staff.
2. Challenge each group to create an effective Camp fair display booth in 20 - 30 minutes and prepare themselves for the busy evening of eager parents and campers looking for a Camp.
3. The group might brainstorm some typical questions and prepare their answers.
4. After an appropriate prep period, introduce the 'parent' to tour the Camp fair and question the 'staff' at each booth.
5. The other staff watch and listen to each exchange at each booth.(See some sample questions below.)
6. Following the visit to the other booths, the parent can visit the real Camp Fair booth and question the true Director.
7. Following the final exchange, the parent may offer some feedback and overall reactions.

Some sample questions:

- My son is gifted but withdrawn, what provisions do you make for his emotional safety with the rest of the campers?
- Outline your philosophy and explain what makes it any different from the other Camps here tonight.
- What is the structure of a typical day and how is my child supervised?
- My child is an asthmatic. Do you have a Camp Doctor?
- I was wondering how experienced your staff are? How young and energetic are they?
- My child is already doing very well at this grade level and does not want to be in a beginner class. Can he start at an advanced level?
- My child has been homesick several times and is not very anxious to give Camp another try. Can you help?
- What is your personal background as a youth leader?

Follow-up:

1. Great opportunity for staff to think on their feet, consider the parents' perspective and articulate the Camp's principles and philosophy.

STICKY SITUATIONS

Set-Up:

1. Sticky situations are a written collection of situations that have arisen or may arise at Camp. (Your senior and health care staff are a great source for framing these scenarios)
2. Print the Sticky Situation onto individual cards
3. Prepare your staff for leadership in delivering the sticky situation at the appropriate time

Delivery:

1. These situations permit staff to practice routines and become familiar with the Camp life.
2. It also allows support staff and supervisors to discuss and clarify any information about Camp.

3. Situations may be handled as a discussion group looking at each one in turn, acted out as a skit to present/resolve the situation, or role-played by a group of actors to create a more real life response.

CAUTION:

If you choose to role play the situations, be certain that everyone is aware of the parameters of the activity. You might choose a signal to indicate a 'Sticky Time'. Some situations may have be upsetting emotionally to some and unplanned responses may prove dangerous.

Example:

- Bullying
- Violating privacy
- Social contract violation
- Loud outbursts
- First aid situations

Follow-up:

1. Each situation can generate a whole series of discussion and follow-up points.
2. It impresses the responsibility for risk management on everyone and the serious side of supervision of others.

FULL VALUE CONTRACT

Set-Up:

1. Arrange a full staff meeting in a comfortable working space
2. Withdraw the administrative staff
3. Provided a flip chart and markers
4. Conduct this exercise at a time when the maximum number of staff can be involved in the process.

Delivery:

1. Assign the group the task of generating a set of belief statements, working parameters and/or workplace contract for life as a staff member at Camp
2. Everyone should feel comfortable with their commitment to the statements
3. The final draft is signed by everyone present and, later, by the administration and late arriving staff
4. The group appoints a 'facilitator' and the exercise begins...

Follow-up:

1. Everyone is part of the Camp 'contract' to one another and to the camp family
2. Everyone is also part of the same team with a common goal
3. Directors believe in the staff enough to allow them articulate its own full value contract that reflects the Camp's principles and philosophy.
4. The Full Value Contract can be displayed and referred to, as necessary, throughout the summer

TRASHBALLS

Set-Up:

1. Obtain a roll of fruit/produce bags from your local grocer or bread bags (one per staff)
2. Obtain enough used newspapers that every staff can have three double sheets
3. Prepare a two metre strip of masking tape (one per staff) hanging from the wall in the room

Delivery:

1. Demonstrate the construction of a trashball (3 sheets loosely 'scrunched' to the size of melon placed inside the bag and sealed with several wraps of tape)
2. Introduce a series of discovery activities for one person - one trashball.
3. Introduce a series of discovery activities for two persons (one trashball and two trashballs).
4. Introduce further activities such as group juggling, cascades, field games, etc.
5. Introduce variations on these games with whole group juggling, fountains, etc.

6. Create a number of new games with this instant program resource.
7. Optional: Try making some trash boulders with garbage bags....

Follow-up:

1. Touch on the value of multiple play objects (everyone has something vs. everyone chases one object)
2. Discuss 'give & take' at Camp, ownership (your ball is soon lost into the group), attitude (dropping a trashball is not significant failure; pick it up and try again), attitude (getting hit or hitting with a trashball invokes laughter vs. anger) attitude (everyone is part of the success of the activity).
3. Keep your trashballs for Camp use in a variety of activities.

CAMP CAN BE A BOWL OF CHERRIES!

Set-Up:

1. Prepare a variety of ingredients for an elaborate ice cream sundae including fruits, toppings, etc.

Delivery:

1. Gather the staff (with clean hands and food handling equipment) around tables with the ingredients before them.
2. Each table group creates their own dessert.
3. Ask a series of questions of the staff with single digit numerical answers (Total of non-North American countries visited; Sum of all ages: adding digits together until you get a single digit, etc.)
4. Each answer determines the number of each particular ingredient (bananas, ice cream scoops, cherries, etc.)
5. Pause at some point to identify the 'ingredients' of a great Camp year.
6. Issue one M&M to each staff.
7. Invite each staff to place their M&M (their personal contribution to the summer) into the common dessert.
8. Allow staff to verbalize their offering, if they wish.
9. Invite the Food Service Staff to the first helpings of the dessert snack.

Follow-up:

1. The exercise reinforces the combining of the critical elements of the summer in a fun, sharing way e.g. bananas - health/safety; marshmallows - program policies; cherries - facility; sauce - food service; M&M - staff.
2. The program also honours the contributions of the Food Service Staff as providers of essential services to Camp

EGG AUCTION AND EGG DROP

Set-Up:

1. Gather a wide range of materials: costumes, cloth, tissue, cardboard, tape, string
2. Assemble some play money as currency.
3. Suspend raw eggs by a string and hang them from a ceiling approximately 2 metres above the floor.

Delivery:

1. Groups are issued a challenge: **Build an egg catcher or safe egg landing for a drop from the ceiling using only the material they can acquire at auction and through negotiation.**
2. Conduct contests or activities in which groups acquire prize money.
3. Conduct the auction. Materials for auction include sticks, baseball gloves, cups, string, tape, tissue, toilet paper, etc. Exchanges of materials between groups are permitted, if proposed.
4. Allow time for the groups to build their egg catchers.
5. Encourage decoration and creativity.
6. Display each result and release each egg in turn.

Follow-up:

1. There are good discussions around the competition, auction, collaboration, decision making and group effort
2. The building activity is also a great vehicle for discussion around how we accomplish group goals.

BUILDING BARRIERS

Set-Up:

1. This demonstration is a group discussion or seminar delivered by a facilitator and a few assistants.
2. Gather markers, paper, and 20 large blocks (cement, wood, styrofoam...)

Delivery:

1. The exercise begins with the innocent and naïve suggestion that we should not “Sweat the Small Stuff” in relation to communication challenges.
2. The facilitator (from behind a table) then draws forward examples of the little things that can frustrate us in communication around the Camp.
3. As each item is raised, the assistant records it in bold letters on a piece of paper and attaches it to a block to be placed on the table at the front of the room.
4. With ten or fifteen blocks, the facilitator is caught behind a very significant barrier.
5. The facilitator steps out from behind the barrier to invite clear, ‘concrete’ methods of dealing with these small but significant blocks that can lead to major problems.
6. The assistant writes these methods of dealing with these issues onto the paper and the block is lifted to the floor.
7. Gradually the blocks can be removed as a barrier and used to create a ‘foundation’ or ‘bridge’ or ‘staircase’ to better communication.

Follow-up:

1. Self evident...

COME HAVE YOUR SAY

Set-Up:

1. Ask some key staff to generate 15-20 opinion based and open ended statements.
2. Examples of statements: “As a staff, my relationship with the other staff should include....” or “One thing that a staff can do when other Staff breach a Camp Policy is....”
3. Place one statement each on a large piece of paper posted in a central area of the Camp (or around Camp along frequented pathways) with a marker to permit additions.

Delivery:

1. Staff are invited to circulate over a period of time to offer additions to any or all of the statements in a frank, anonymous and sincere way.
2. At the end of the period (minutes to hours to days), someone compiles the results and arranges a presentation/discussion.
3. Each topic is introduced, reviewed and developed.
4. In order to keep all Staff involved in the exercise, this review and summary can also be done in small group discussions.

Follow-up:

1. This technique provides an opportunity to cover a huge amount of material in a very inclusive way - all departments of staff are involved.

ROPE CHALLENGE

Set-Up:

1. Stretch a large rope on a flat grassy area or across the floor of a large room.
2. A chalked line or strip of tape may be used.

Delivery:

1. Bring the entire group to the area.
2. Divide the group into pairs.
3. Arrange one member of each pair on either side of the line (seated on the ground or standing at a distance of one metre from the line).
4. Explain the task in this way: "The object of this exercise is for your group to get a maximum number of points. The group gets one point for every person who is still on their side of the line when the 'Stop' signal is sounded. On a signal from me, any member may cross the line and attempt to 'convince' someone from their side of the line across to the other. You will receive two points for each person that is 'convinced' to the other side. No one should hurt or be hurt but physical contact is permitted. You will have 10 seconds. Go!"
5. After the first round, ask those on one side of the line how they did. Ask those on the other side of the line how they did.
6. Repeat #4/#5 several times
7. Continue until you are ready to de-brief.

Follow-up:

1. At some point, members the group recognize that it does not need to pull anyone across any line. The group 'owns' both sides of the line. If everyone crosses the line willingly, they achieve the maximum number. If they resist then they reduce the group score.
2. The Camp has many sub-groups that seem to emerge over the year, artificial barriers that get erected for no reason and problems that arise because of a 'we-they' mentality.
3. The kitchen, property, teaching, administration, program and support services staff are all part of the camp family. We must avoid the competitive component of Camp Life when it is not required.

TOXIC WASTE (OR ENDANGERED SPECIES)

Set-Up:

1. Gather the following materials for each group: a variety of ropes, some bungee cord or inner tube loops, a bucket half filled with coloured water (toxic waste) or full of stuffing with several tennis balls on top (nest of rare Camperooobie Bird) and a course or path for the group to negotiate.

Delivery:

1. Divide the group into research teams to remove 'toxic waste' or re-locate 'endangered eggs'.
2. The 'path' involves moving the bucket from one hoop or taped 'X' on the floor to another mark 6-8 metres away.
3. The bucket must be moved remotely from outside a marked boundary.
4. (The group will create some version of a bungee loop with rope extenders. The group can open and close the loop around the bucket and carry the bucket with care and cooperation.)
5. The 'path' may involve some turns, lifts over high barriers, specific routes or widening boundaries.
6. Blindfolding participants, pairing participants or restricting voice communication between participants are options.
7. Several groups may move in opposite directions over the same path for some further complications.

Follow-up:

1. Discuss communication priorities, leadership strategies, transfer messages to Camp life.

GREAT MOMENTS IN CAMPING

Set-Up:

1. Print some certificates with the following or similar wording: "Recently, some young staff (or CIT's) were asked to identify characteristics in staff that they would like to emulate or adopt for their own. This a high compliment. You can be justifiably proud. Your example has made a difference"

Delivery:

1. Gather together a group of young staff or CIT's to consider the task described above.
2. Review the certificates and arrange for their delivery at appropriate times.
3. Repeat throughout the summer and year.

Follow-up:

1. Many staff get a much needed pat on the back.
2. Staff become very aware that they are noticed and that they must be conscious of the example they set.

HEADBANDS

Set-Up:

1. Prepare a set of Headbands with card stock and elastic (or string).
2. See below for the text on each headband.

Delivery:

1. Select six volunteers to sit in a circle amongst the other Staff.
2. Place a headband on each member such that everyone except the wearer knows what is written there.
3. Each headband describes a label and a specific response to the label.
Headbands:
BULLY - Act afraid of me and agree with what I say
HAPPY - Treat me normally and favourably
HOMESICK - Treat me like a baby
OUTCAST - Ignore everything I say
COMEDIAN - Laugh at everything I say
DIFFERENT - Consider anything I say or do as very 'weird'
4. Inform the group that they are to 'role play' a staff group planning an afternoon activity for the next day.
5. Conversation begins and continues until the facilitator stops the activity.

Follow-up:

1. Before any person removes their headband, invite each person to guess what is written on their own headband and to provide their feelings about the responses it generated.
2. Invite responses and comments from everyone on the relevance of the activity to the summer ahead.
3. Allowing labels to replace the human beings behind them can be very dangerous and prevents people from growing outside of the perceptions and definitions place upon them.

PUT YOURSELF INTO YOUR CAMP

Set-Up:

1. Provide a large sheet of poster paper - large enough to trace an entire or at least half body - to each staff/staff member.
2. Provide markers in a variety of colours.

Delivery:

1. Mark a point midway up each long side of the paper
2. Each staff/staff traces another in a unique position on their piece of paper. The hands must be spread at the midway points along each side.
3. Decorate the outline. Include three characteristics that distinguish and describe you at Camp.
4. Add the following items in the areas indicated:
 - Feet - Goals: two places I want to get to this year
 - Knees - Needs: two things I need from others to complete my job
 - Arms - Strengths: two things I can bring to Camp Life to make it more positive for others
 - Head - Thoughts: two things I think we can do collectively to improve Camp Life
 - Heart – Fellow Staff: two things I love about Camp
 - Hands - Help: two things I can do to help others
5. Draw a nametag on the person (name, nickname and some adjectives e.g. Bob Magee - Big, Bad Bobby)
6. Share your picture with one other person.
7. Post all of the silhouettes on the walls of the Camp such that hands are touching.

Follow-up:

1. This is a fun exercise for early in the season
2. There is a great deal of information to share and plenty of support for one another.
3. The hand to hand display of 'Staff' encircling the group provides a good message, as well

CHOCOLATE SURPRISE

Set-Up:

1. Create mixed groups of 5-6 persons
2. Provide to each group a pair of oven mitts or large winter mitts, a funny hat, a wrapped chocolate bar (Jersey Milk or something 'segmentable') and a single die.
3. The chocolate bars are wrapped in successive layers of paper with generous amounts of tape.

Delivery:

1. Each group gathers in a circle on the floor around the package, mitts, hat and die.
2. On a signal, the first person races to put on the hat and mitts and unwrap the package while the next person begins to roll the die.
3. When the next person rolls a "6", they call "Next".
4. The first person stops their task and passes the hat/mitts to the next person.
5. The next person immediately begins to roll the die to try and obtain another "6".
6. Continue until the package is unwrapped.
7. The chocolate bar may be shared and eaten one square at a time.

Follow-up:

1. This is a very fun mixer for staff.
- Caution: Check for food allergies amongst the group.*

PIPE CHALLENGE

Set-Up:

1. Prepare sections of 4-6 inch ABS Pipe with a variety of ½" holes at random along the pipe
2. Seal one end of the pipe with a wooden disk or duct tape.
3. Place a ping pong ball or cork into the pipe.
4. Provide cups or small containers for each group.
5. The group size per pipe varies with the number of holes.
6. The group needs to be near (but not too near) a water source

Delivery:

1. The pipe must be held vertically at all times.
2. The purpose of the exercise is to float the ping pong ball to the top and out of the pipe.
3. As the column fills, more and more water leaks out of the pipe.
4. The group must develop a strategy for coping with all of the tasks (hold pipe, block holes, fetch water).
5. After a few efforts, allow time for a strategic planning

Follow-up:

1. Vary the difficulty with the size number and spacing of the holes as well as with group size and distance from water source.
2. Discuss various aspects of team and strategy development.
3. Relate it to generic problem solving at various levels at Camp.

YES AND NO

Set-Up:

1. Designate two spots in a room or area at which the entire group can gather.
2. Use the two long walls of a room, if possible.
3. Place all of the Staff along one wall.

Delivery:

1. Ask a question or make a statement for which there is a yes/no answer for each person.
2. The first statement should be non-threatening ('I was born on an even day?', 'I prefer hot dogs over hamburgers', 'I prefer country music to classical music', 'I have been to England').
3. If a person answers 'Yes' they cross the floor to the other side.
4. After the first crossing, staff will be moving in both directions when they get to the next 'Yes' response.
5. They can high five one another as they cross on a 'Yes' response.
6. Lead the questions to deeper, camp-centred, issues-based statements: 'I believe that we should have longer staff dances', 'I am do not feel safe at Camp', 'I would appreciate more support in Camp', 'I believe we need more freedom', 'I have been the victim of a bullying situation in my life', 'I have experienced self doubt'.

Follow-up:

1. This is a very simple and easy gauge for opinion and it creates an immediate support group for those who may feel that they are alone on many issues