

Camp Safety Training: Facilitator's Guide

Resident Camp Supervision

Discussion Questions

- Why is it better to be actively engaged rather than just supervising? What is the difference?
- What could happen if we are not actively engaged with campers?
- What are specific ways we can be actively engaged this summer?

Activity #1

Name of activity: Give Me Five

Length of activity: 10 minutes

By simply brainstorming the takeaways from the Resident Camp Supervision training together, you can both encourage reflection and discussion, and also get a sense of staff learning styles and retention. This will give you a sense of what learning will need to be reinforced.

Objectives:

1. Staff will be able to communicate what active engagement does and does not look like.
2. Staff will be able to offer specific strategies for implementing active engagement.

Materials:

Markers, sticky note pads and large chart paper or white board located in front of group.

Instructions:

1. Break into small groups. Write five takeaways together (five minutes) – one on each sticky note.
2. The facilitator can prompt the groups by asking what they remember, what specific actions they would now take differently, and what they think are the most important lessons. It's a good idea to also ask how the role of a lifeguard, a camp counselor, or staff member, are different.
3. Each group shares sticky notes with the whole group and places them on large chart paper. Write or have someone scribe on sticky notes what the group comes up with.

Activity #2

Name of activity: Zig-Zag

Length of activity: 15 minutes

Being “present” is an important concept, but it can be somewhat difficult to define. This activity is designed to promote a deeper, more qualitative understanding of what it feels like when someone is or isn’t present.

Objectives:

1. Staff will experience what it feels like to not be noticed.
2. Staff will understand the importance of being present with campers.

Materials:

Chalk, duct tape, or other materials for marking space.

Instructions:

1. Mark out a small rectangular area on the floor – big enough for everyone to fit in and walk around in, but contained enough that participants are in constant contact with each other.
2. Ask all participants to enter the small rectangular area. Have everyone be silent and looking down, and ask them to start walking around slowly looking down and not talking.
3. After about 30 seconds ask them to walk a little faster, still silent and looking at the ground.
4. After another 30 seconds ask people to look up and at each other while passing noticing the color of their eyes, still not talking.
5. Then have staff pass each other smiling, acknowledging each other, high fiving, shaking hands, saying hi.
6. After about 30 seconds have everyone go back to walking around with head down not looking at anyone. Do this for about 20 seconds. Then stop.
7. Have group sit where they are to debrief.
8. Ask participants the following questions:
 - What did it feel like when nobody was noticing each other or interacting?
 - What about when people were looking into each other’s eyes?
 - And when they were interacting?
 - Did you notice the energy of the room during the activity?
9. Close by asking staff to reflect on how many kids walk around not being seen – and emphasize that it is their job to create a place where we see campers for who they are and that they matter.

Activity #3

Name of activity: Pictures are Worth More than Words, *adapted from Michael Brandwein's 1998 Album of Excellence*

Length of activity: 30 minutes

In the same way that the concept of being “present” can be difficult to communicate, the idea of staff being over-engaged can also feel a little intangible. This activity is designed to demonstrate real world examples of how being over- or under-engaged can impact your ability to do your job.

Objectives:

1. Staff will learn what it looks like to be actively engaged.
2. Staff will demonstrate to each other the ideas of active engagement, disengagement and overly engaged staff.

Materials:

White board, large sticky notes or poster board marked into columns for Active-, Over- and Under-Engaged Supervision

Instructions:

1. Break up into small groups of six to eight. Exact numbers don't matter.
2. Have the group discuss the three concepts of engaging with campers at camp: actively engaged, disengaged and overly engaged.
3. Take time to answer the questions. What does it look like? What does it sound like?
4. Ask each group to come up with three frozen tableaux: one picturing active engagement, one picturing disengagement and one picturing over-engagement.
5. Everyone must have a part in the picture. One person will briefly share the tableaux to the whole group.
6. As each group shares each concept, have a note taker make notes of key observations on the white board. This will help you define each concept.
7. Wrap up with the following question: if people came onto our camp and saw us, what pictures would we want them to see?

Note: You can have groups present all three tableaux each, or if you are short on time, ask groups to present only one each. Always end with the actively engaged scenario.