

Are You Ready for a Summer of Fun?

Try this checklist as a test of your readiness to start running your summer camp group. Circle either "yes" or "no" for each question.

1. Do you expect all your kids to behave (except those with organic problems)? Yes / No
2. Do you know what your wants and needs are that you will be communicating to your campers? Yes / No
3. Do you have a discipline plan? Yes / No
4. Does your discipline plan include approximately five (5) consequences? Yes / No
5. Have you approved your discipline plan with the camp director? Yes / No
6. Have you memorized at least 20 different ways to say "good job" to your campers? Yes / No
7. Is your first day of Summer Fun planned completely? Yes / No
8. Is your first week of Summer Fun planned completely? Yes / No
9. Have you planned at least 3 different full camp days for when you will be unable to go outside because of rain? Yes / No
10. Do you understand why children misbehave? Yes / No

If you answered all of the above questions with a "Yes," then bring on the campers - for you are ready for a summer of Fun! If you answered any question with a "No," then review that particular question and do what you need to do so that you can honestly answer "Yes" to that question. When you are able to answer "Yes" to all questions, you will be ready for a Summer of Fun!

Let's Analyze

Have you consistently reinforced the appropriate behavior of your campers? Here are some questions and pointers to help you identify how successfully you have utilized **positive reinforcement** with your campers:

1. Have you communicated to your campers that you utilize positive consequences in your group? **YES / NO**
2. Do you praise every camper at least once per day? **YES / NO**
**if NO, remember that all campers need praise. The more of a problem they are, the more positive support they need!*
3. Do you take every opportunity to reinforce your campers? **YES / NO**
**if NO, remember that all your campers need positive support. Let them know you recognize appropriate behavior.*
4. Do you consistently reinforce campers who follow your directions? **YES / NO**
**If NO, remember to follow-up each direction with reinforcement for campers who immediately comply. That recognition will be noticed by others!*
5. Do you consistently send home positive notes to parents? **YES / NO**
**If NO, don't forget how important it is to let the parents know about their child's positive behavior at camp. This is one of the most empowering things you can do for your campers and helps to develop a good rapport with the parents.*
6. If you have a difficult group, do you utilize a group reinforcement program to help motivate their behavior? **YES / NO**
**If NO, you will not be able to do some activities and run your group very effectively.*
7. Do you provide campers with extra positive support? **YES / NO**
**If NO, don't forget, your problem campers require more support and recognition when they behave. Without additional reinforcement you may never reach these campers.*

Let's Analyze

How effectively do you respond to the disruptive, inappropriate behavior of your summer campers? Here are some questions and pointers that will help you analyze and improve on your limit setting abilities:

1. Are you comfortable with the negative consequences you have chosen to use with your campers? **YES / NO**
**if NO, you must determine new consequences that you are comfortable using.*
2. Do your campers dislike your negative consequences? **YES / NO**
**if NO, determine new consequences, tougher ones would probably help.*
3. Do your campers clearly understand what consequences they will receive if they disrupt your group? **YES / NO**
**if NO, explain your consequences to your campers, keep a copy on your clipboard and post a copy of them somewhere visible to your campers.*
4. Are you calm when you discipline your campers? **YES / NO**
**if NO, calm down. Yelling at a camper influences behavior problems.*
5. Are you consistent in enforcing rules – do you provide campers with a negative consequence every time they break a rule? **YES / NO**
**if NO, remember consistency is the key to disciplining campers.*
6. If you provide a consequence to a camper 3x in a day and his/her behavior does not improve, do you utilize a different consequence? **YES / NO**
**if NO, discard the consequences that don't work. Change to more effective ones.*
7. If your discipline plan is not effective with a camper or your group, do you modify it to deal with the child/group? **YES / NO**
**if NO, don't hesitate to make a tougher plan to deal with those campers who present more serious problems.*
8. Have you contacted parents about the child's behavioral problem? **YES / NO**
**if NO, discuss your behavior management plan with your camp director, listen to his/her suggestions and contact the parent.*

Reinforcement Survey

Camper's Name _____

1. If I had 10 minutes free time during the day, I would most like to . . .
2. My favorite activity that I wish we would do more often at camp is . . .
3. At camp, I'm proudest of myself when . . .
4. The nicest thing that has ever happened to me at camp for doing something good is . . .
5. I feel great when . . .
6. I will do almost anything to get . . .
7. Something I really want is . . .
8. The best thing that my parents can do for me is . . .
9. The very best reward at camp that my counselor could give me for being good is . . .
10. What are your favorite hobbies?
11. The best thing my counselor could say to me is . . .
12. Name three (3) games you like to play:
 - 1.
 - 2.
 - 3.
13. If I had a chance, I sure would like to . . .
14. It sure makes me mad when I cannot . . .
15. I wish my counselor would . . .

How to Get Their Attention

AIR-RAID	Leader cries, "Air-Raid" and everyone hits the floor.
AGO - AMEE	Leader says, "Ago!" (usually with an action added) and all respond with "Amee!" say it as the leader said "Ago" do the same action as well.
APE ATTENTION	All say "Ahhhhh," with hands up, the hands come down quickly with loud "Ughhh!" then total quite. Looks like "The Crunch."
ATTITUDE CHECK	The teacher says, "Attituuuuude!" the group reaches down to the floor and comes up making and saying, "Cheeeeck!" then quite!
DEAD ANTS	Leader calls "Dead Ants" and all the players have to lay on their backs and kick like a dying ant. Last one down – 10 push-ups!
EARTHQUAKE	Leader yells, "Earthquake" and all players go to their assigned area.
HAND CLAP	Leader claps; Clap...Clap, Clap, Clap, Clap, Clap and groups replies; Clap, Clap.
HEY-HEY	Leader says, "Hey-Hey!" group points both thumbs at their chest and responds, "I like myself!"
HEY-HO	Leader says, "Hey" and group says, "Ho-Shhhhh (with finger on lips)"
IF YOU CAN HEAR ME?	Leader says, "If you can hear me, clap 1x, clap 2x, then 3x. Give yourself 5 big claps and a round of applause."
I SEE / I HEAR	The leader says, "I See" The group responds with "What do you see" The teacher gives a control demand; "I See everyone forming groups of four or "I See all players sitting in their assigned positions, or "I Hear total silence" etc...
ISLANDS	The leader says, "Islands with one foot" each player finds his/her own space and balances on one foot. "Islands Sitters" means find your own space and sit in it.

MAGIC HANKY

Toss in the air and have small group of kids laugh until it touches the ground and then everyone goes silent.

NOISE MAKERS

Collect a variety of noise makers to use to gain attention

SHOULDER TOUCH

The leader raises his hand and touches someone on the shoulder. Each player should raise their hand and touch the shoulder of an unaware player.

TRAIN WHISTLE

This is a neat sound that the kids will want to hear again

WHERE ARE YOU?

Teacher says, "Where are you?" and all the students respond, "Here I am!" (knees bent, lean back, thumbs to chest). Teacher then says, "Are you ready?" They respond, "You Bet!" (Slap knees on "You" and clap hands on "Bet"). Teacher, "How ya doin'?" students, "Better and better!" (hitch-hike over right shoulder then left). Teacher, "Then give yourself a hand" Students bring hand up and say, "Whoop!"

Choosing Partners and Forming Groups

A seemingly innocuous suggestion like "Everybody pick a partner" or "Let's choose up sides" can strike terror into the heart of many players. In order to create a safe and supportive play environment, it is important to invent ways to get the players into pairs and groups without anyone feeling left out, and without putting the players into anxiety-provoking positions. The more specific you can be about your instructions, the more comfortable the players will be. Here are a few suggestions:

- Alpha Partnering:** Divide according to the first letter of your first or last name. Use A-M and N-Z for two groups; A-H, I-Q, R-Z for 3, etc.
- Categories:** Use different categories such as: mustard vs. ketchup, mayo vs. pickle relish, or vanilla vs. chocolate; family relationships such as: first child, middle child, last child; etc.
- Close One Eye:** Have all players close one eye. Ask them to get with one or more players (depending on the group size needed) that have the same eye closed.
- Clothing Accessories:** Choose an accessory you are wearing (for example: a belt, watch, or ring, etc.). Find a partner (or group) wearing a similar accessory.
- Clothing Color:** Find a partner (or group) who is wearing one item of clothing the same color as you are.
- Cross Arms:** Have all players cross their arms. All players with their right arm on top are 1 team and all players with their left arm on top are the other team.
- Finger Nails:** Ask players to look at their nails. Have those who have their palms down partner with other palm down players and those whose palms are up with curled fingers partner with palms up players.
- Hands:** Find a partner by finding someone with hands the same size as you.
- Hopping:** Hop on one foot and then find someone hopping on the same foot.

- Lace Fingers:** Have all players lace their fingers together. Everyone with their right thumb on top is Team A and all those with their left thumb on top will be Team B.
- Months:** Find a partner (or group) according to the month that you were born in.
- Odd or Even:** Find a partner by having all players put up 1 hand with any number of fingers displayed. Partner is found by combining with another player and adding the fingers together equaling either an odd number or an even number.
- Seasons:** Group up according to the season that you were born in.
- Shuffle the Deck:** Give each player a card. Group and organize by calling out different card combinations (same number, same suit, adds up to . . . etc.)
- Siblings:** Find a partner (or group) that has the same number of brothers and sisters as you do.
- Thumb or Pinky:** Lift either your left thumb or your right pinkie in the air, and get together with one other player (or group) who is doing the same thing.
- Vowel Singing:** Have everyone sing the 1st vowel in his or her name...find a similar singing partner or group.

P.M.M.F.I.

Please Make Me Feel Important

Here's what children say:

Please smile at me.

Please call me by my "first" name

Please listen to me when I talk

Please recognize my own special talents

Please engineer each activity for success

Please find opportunities to praise me

If you do not like something I do, please help me understand that you still appreciate me as a person

Please be there

Limit Your Behavior Problems by Following the 10 Rules to Limit Setting

The Power of Limit Setting

WHAT IS WANTED & WHAT WORKS:

1. **Setting clear standards of behavior and staying with them**
2. **Taking time to explain the reasons for the standards**
3. **Being consistent**
4. **Praising and rewarding positive behaviors**
5. **Allowing choices when possible**
6. **Keeping consequences in line with the behavior**
7. **Allowing flexibility within limits and with earn back**
8. **Listening as a part of effective communication**
9. **Recognizing and accepting feelings**
10. **Setting a good example**



The "I.F.E.E.D."

Rules of Positive Reinforcement

1. Reinforce **ImmEDIATELY:**
 - This means that you reinforce the child right after the behavior you like occurs. Delays weaken the effectiveness of the reward.
2. Reinforce **FREQUENTLY:**
 - Whenever you see the child performing a behavior you like, deliver a reinforcer. Let the child know you like what s/he is doing. For new behaviors, reinforce them each time it occurs. Later on, you can reinforce the behavior less frequently.
3. Reinforce **ENTHUSIASTICALLY:**
 - Listen to the tone of your voice. It can make your words positive reinforcers or a bland meaningless statement. Reinforce with enthusiasm!!
4. Reinforce With **EYE CONTACT**
 - Look the child in the eyes when you reinforce, and let him/her know you really mean it! Don't look at the ground or another child when you are reinforcing a child that is doing a good job.
5. Reinforce **DESCRPTIVELY:**
 - Do this by describing the behavior you like. Let the child know precisely what you like about his/her behavior. Detail a description at first, because a child may not know exactly what you like.

Guidelines For Activity Leaders

1. The leader should be prepared with all listed materials prior to the beginning of the activity.
2. The leader should read through the directions and practice, so that the activity will flow smoothly and fluidly.
3. The leader must exhibit enthusiasm for the activity to impart a feeling of excitement to group members.
4. All group members should be encouraged to participate with an open attitude. No one should be made to feel left out or inadequate in any way.
5. Be sure that directions are very clear to the members before beginning the activity. There is nothing worse than to begin an activity and find that halfway through no one really understands the directions. You may even wish to walk through the initial part of an activity to assure the understanding of the group.
6. Establish appropriate guidelines for the functioning of your group throughout the group's participation. Examples of some of these guidelines might include:
 - not talking while another participant is sharing,
 - not embarrassing any other participant in the group,
 - no put-downs
7. Be sure to follow each activity with some type of closure or processing. It is important to remember that for each activity, there is a goal beyond having a good time and feeling good. In each activity, attempt to establish an increase in the level of trust, relationship building, and sharing. Therefore, to assure that this is occurring and understood, it is necessary to provide time for the group participants to reflect on their activity and to assess the success of the activity.

So just as a review - REMEMBER

1. *Be prepared.*
2. *Be enthusiastic!*
3. *Make directions clear.*
4. *Provide guidelines.*
5. *Provide time for reflection.*

Practical Suggestions for Conducting Games

1. Put the group in formation with speed. Be careful of using too formal methods of organization.
2. When explaining a game, talk briefly and to the point. Briefly tell what is to be done and what is to be avoided. Demonstrate or diagram when necessary. Students should be comfortable during explanation.
3. Correct outstanding faults but let details go in the beginning and get the game going. Avoid stopping the game too frequently to make corrections.
4. Ask for questions to clear up hazy points and reply so that all can hear.
5. Every group should have a leader. Put someone in charge.
6. Establish definite lines and boundaries. This is important to and emphasize that there will be a penalty for going out of bounds.
7. When playing a running game, do not allow the children to run to a wall. Use a line as a stopping or turning place.
8. Arrange for full participation. Use the "sideline" players to officiate or help with equipment.
9. Don't overdo competition. Too much emphasis on winning makes the skilled resent being on the same team with those of lesser skill.
10. Where there is a mingling of players in a team games which might cause confusion, identify one team by using crepe arm bands, pinnies, or similar devices.
11. Don't permit a few more skilled players to dominate a game. Arrange for rotation of positions and put limits on the number of times each player may complete certain acts.
12. Most games can be changed to suit conditions and facilities. Modify the game when needed, particularly when used indoors.
13. Form several groups to keep participation and activity levels high.

14. Be sure everyone has had a turn whenever practical. Have children raise their hands until selected, or use a similar device.
15. The introduction of variation in the game awakens interest. Some of the following may be used to vary activities:
 - change the distance to be run by shortening or lengthening (for example, in circle chase, instead of having the runners go once around, double the distance.)
 - vary the route of the runner. This is particularly helpful in circle games.
 - instead of always running, change the method of locomotion. Use hopping, walking, skipping, galloping, etc.
 - play the game with partners. Have them join inside hands and act as a single person.
 - Change the method of tagging. Limit where on the body a person may be tagged or with which hand s/he may be tagged.
 - Change the formation. (For example, in circle soccer, make a square.)
 - Vary the conditions. Make the formation larger or smaller.
 - Include penalties. A person who is caught a number of times (say 3) has to undergo a penalty.
 - Increase the number of key men or runners. This gets the game moving a little faster.
 - Use other helps or hindrances. (for example, in Cat & Rat, players may raise or lower arms, depending on whether the cat or the rat is coming through.)
 - In tag or chase games, call out "reverse." This means that the chaser now becomes the runner and the runner the chaser. Also, this can be used to change the direction of a ball around a circle.
16. Play occasionally with the group.
17. Stress the social learning involved in game experiences
18. Carry on much of the explanation in the classroom so that the youngsters have maximum activity time on the playground.
19. Play outdoors whenever possible
20. Give a definite signal for starting and stopping the game. Have a whistle, and use it when necessary. Demand instant attention when it blows; to get this, do not blow unnecessarily. Use a short, sharp, clear blast