

**PB & J**  
**Leadership**  
**Training**  
**Staff Manual**  
**2018**

# Introduction

## PB&J Mission

"PB & J Leadership Training, Inc. is a non-profit organization dedicated to teaching the youth of our community the skills needed to avoid negative lifestyle choices, such as drugs and gangs, and instead become productive leaders in our society. Our goal is to provide activities that not only offer a drug and violence free environment, but also give the participants the capability to address these problems. Through what we call 'Positive-peer pressure,' PB & J allows young people the opportunity to empower themselves to actually be part of the solution, and help with the reduction of drug abuse and gang violence."

## PB&J Philosophy

1. The use of drugs, alcohol, tobacco, or the misuse of prescription drugs by young people is wrong, harmful, and illegal, and causes many of our society's problems today
2. Drug and alcohol abuse leads to violence against others
3. There is no responsible use of these substances by young people
4. It is selfish and uncaring when someone mixes and of these substances with driving
5. Gang affiliation is also wrong, harmful, and illegal and it only perpetuates the violence cycle
6. Both young people and their parents must be part of the solution
7. Prevention, awareness, and education are the keys in solving these problems

## **What This Week Encompasses**

Six months of training have all led up to right now. This week is going to be exhausting, but entirely and completely worth it. Make sure to get to know all of your campers like the back of your hand and try to build a personal connection with each one. If you put all of your effort into this, your group can build such a strong bond. Make sure to do all of the activities that are on the schedule, even if you don't like them, and make everything exciting. If an activity does work, whose fault is it? Right. You guys are all going to do great and this week will be spectacular! Now put your game faces on!

## **Staff Responsibilities**

All staff, adult and youth, are expected to function at all times in relation to the participants in a professional manner. It is the staff's responsibility to maintain an atmosphere which emphasizes positive experiences for the participants and provide them with the necessary tools in order to help them develop site-specific community action plans.

All Staff is Responsible for the Following:

- Using appropriate Language
- Reflecting maturity and quality leadership.
- Staying with your group.
- Participating in all activities and encouraging participation.
- Being on time and prepared
- Being supportive of all other staff members.
- Maintaining confidentiality except when the person is a threat to themselves, a threat to another person, or a crime has been committed.
- Making sure each family group member receives warm fuzzies and is welcome in the family group.
- Cabin supervision
- Family Group supervision

## **Adult Staff Responsibilities**

1. Participate with your family group. You are an integral part of the group and your participation is vital.
2. As adults, you will be bumpers for lack of a better word. Basically a big camper that helps out as needed.
3. One adult must be in the cabin at all times if there are campers or youth staff in there. Please work with your other adult staff in your cabin to determine a good schedule for mornings and evenings, showers, bathroom time and other duties. Youth staff, even those over 18 years old cannot serve in this function.
4. Have FUN! If you have not experienced this yet, you are in for a treat. Embrace the silliness and enjoy the campers.
5. If you need ANYTHING, seek out an OFC. They are there to help and guide.

## **Reminders**

- Have everyone write warm fuzzies!
- Make sure your campers are drinking water
- No pranks
- Know your campers, including if anyone has allergies
- Have everything you need for your group in your staff bag
  - Staff Manual
  - Yarn/Arts and Craft supplies
  - Scissors/Tape
  - Band-aids/First Aid Kit
  - Chapstick
  - A sweater (Just in case)

## What it Means to be PB and J Staff

- PB&J Lifestyle

You are a role model for the campers and you represent an organization that encourages positive life choices, upbeat attitudes, and above all leadership. It's important for all staff to realize that they not only need to hold themselves to the standards of PB&J while at camp, but also in their everyday lives.

- Social Media Appropriateness

Many people can gain access to view what you have posted on any social media accounts. We ask that you watch what you post since you are part of the PB&J family. This goes back to representing the organization, being a positive influence, and living the PB&J lifestyle. Remember that after camp you usually gain followers and friend requests from campers whose ages range from 12-17. Stray away from posting any pictures, statuses, or videos that wouldn't be considered at least a PG rating. Keep it clean!

- Problem Solving

If there are any personal problems between staff that arise, please ensure that they are handled maturely and privately. **Never** attempt to settle the issue in front of campers. There is nothing worse than ruining a camper's experience because of two staff members' personal quarrels. If it continues to be a problem bring it to the OFC's, and if they feel they can't handle it, directors will make the final call and resolve any issue in the best interest of camp and the campers. If you are ever in question, please talk with an OFC. Remember that all staff are on the same team and are wanting to help!

## Debriefing an Activity

After you run an activity, make sure to talk with your campers about what lessons they learned while doing it. Debriefing is supposed to ensure the activity sticks in the minds of every camper so they understand they can learn while still having fun.

Example questions to ask: (Just suggestions, of course you should also come up with some of your own that pertain to the activity specifically)

What went well? What didn't?

What was supposed to happen and what did happen?

What barriers were there to face? How did you overcome them?

What is something that would make this harder?

Do you think you did well as a team?

How was everyone's communication?

Remember that when you're debriefing an activity, the way you position yourself will also affect the outcome of the discussion. Standing puts you in more of an authoritative role, while sitting puts you at an equal level. This is something to consider depending on each activity. Also, debriefing does not have to be a long, drawn out session. If your group gets the idea quickly and wants to move on, do so. Take into discretion what you guys are debriefing and the maturity level of your group and the content of the activity.

### **Debriefing Day of the Dead:**

This is completely various from group to group. Some groups might want to spend a long time on it while others are okay with ten minutes. Some things to keep in mind are the ages of your campers, how your group has been directly affected, and any personal experiences you know of among your campers that could change how they are seeing things.

Reminder: Everyone will take this experience differently and various uses of coping methods will occur such as crying, laughing, shutting down, etc. Try to pay attention to how each person is reacting and help them accordingly.

### **Camper Situations**

In case you're having problems dealing with a few campers, here are suggestions.

#### Not Participating:

If a camper is not participating because he or she is shy, don't call them out in front of everyone. Instead, make suggestions towards their participation and make it a point to include them. Keep in mind that this person could be a wallflower, but make it your personal mission to break them out of their shell. Sometimes giving them a responsibility that the group needs is a way to get them involved.

### Acting Out

Generally, kids act up in order to gain the attention of the group and make themselves more prominent. In these situations you can tell them a few times to calm down, but it is best to just act like it isn't happening. Don't give them the attention they are calling for because it will only reinforce this behavior. Problems that are very disruptive or which begin to escalate into a larger problem must be referred to the director immediately.

### Bullying Others

If you notice a bully at camp, talk to them in private about their actions and give them a warning about not doing it again. Also talk to the victim and ensure they are okay. You should notify the OFCs if you see this happening and keep an eye for recurring situations.

### Homesickness

Be sensitive to your camper. Talk them through it and listen to everything they have to say. Comfort them to the best of your ability. If the problem persists notify an OFC or adult staff. If a camper is having a personal problem and shares any information which indicates harm to him or herself or any other campers, notify an OFC or Director immediately. Safety is above privacy, in this sense.

**REMEMBER TO REINFORCE POSITIVE BEHAVIOR IN ALL CAMPERS**

## Cabins

### **Decoration Rules**

1. Do not move the bunks. This is not allowed per the camp staff
2. Do not alter the windows. If they do not close let an OFC or director know. If they do not open, do not force them. Do not put tape on the windows as they are very fragile.
3. Decorations cannot touch the floor
4. Keep things off of the heater
5. Do not use any type of sprays in the cabins (this includes perfumes, disinfectant or bug sprays). If you need an air freshener, bring up one that just sits on a shelf. The cabins are bleached daily. If you need additional cleaning, please let an OFC or director know.
6. If you are putting tape on the walls, use something that does not damage the paint on the wall.
7. Keep decorations fun and keep you cabin involved in the process.

### **First Cabin Meeting**

- Establish cabin rules with participants.
- Collect all medications, prescription and over the counter, and send them to the medical staff. Vitamins should also be collected. Participants may keep inhalers with them.
- Collect any food or candy the participants may have brought with them. Give the food or candy to the director for storage. Participants were informed in the registration packet that they were not to bring food or candy. Inform the participants they will get the food or candy back at the end of camp.
- Answer questions about camp, what is to be done, camp duties, etc.
- Begin the group building process. Play 2 Truths and a Lie at first cabin meeting or first night with campers.

### **Other Cabin Notes:**

- Make cabin rules and include input from everyone in the cabin
- Be respectful of all people in your cabin



- Have cabin activities/bonding time - Encourage writing warm fuzzies and have an activity planned for each night. This should include a debriefing of the day. First question should be: What was your favorite part today? and Do you have good story from today?
- Make sure everyone participates in cleanliness of your cabin
- Make sure everyone turns in their medications on the first day (except inhalers)
- No food or drinks (besides water) in the cabins!
- All campers must be with an adult staff if in the cabin. There is no exception to this rule. There must always be a minimum of 3 people present. This could be 2 campers and an adult but one of them must be an adult. NOTE: In the boys cabins that have college staff over 18, they can serve as an adult in the cabins.
- No boys in the girls cabin and no girls in the boys cabin

### **Cabin Inspections**

Cabins will be inspected each day. The highest rated cabin will be allowed to eat first at one or more of the meals that day. No food or drinks are allowed in the cabins.

Judging Categories: Each category is worth 0-4 points

1. Cleanliness: This encompasses how neat and taken care of your cabin is.

In order to get a high score in this category you should ensure:

- Nothing is on the floor
- The trash is taken out
- Sweep the floor
- All bunks are made
- Nothing on the heater!!

2. Creativity: This is how cool/cute your cabin is and how much effort it took to put everything together. You are responsible for getting everyone involved in decorating your cabins. In order to get a high score in this category you should ensure:

- Decorations are placed all around the cabin
- A FEW (1 or 2, nothing extreme) new decorations every day
- A common theme among decorations
- Decorations are not falling

3. Uniformity: This encompasses is how everything matches up from bunk to bunk. In order to get a high score in this category you should ensure:

- All suitcases are facing the same way. Pay attention to zipper direction as well
- All beds are made the same. Pillows, blankets, etc. are in the same general location on each bunk
- Towels are hung the same way
- Ribbons/Bunk decorations apply to every bunk and are set up identically

4. Smell: Obviously, smell can easily become a problem in the cabins. This is a pretty self-explanatory category, but in order to get a high score in this category you should ensure:

- There is some sort of air freshener in the cabin (No wall plugins!)
- Everyone in the cabin showers
- Air out the cabin regularly (Don't leave doors open, but windows are okay weather permitting)
- The OFCs understand that some things are inevitable like musty smells when it rains, but try not to kill the people walking into your cabin with a stench wall

5. Bonus: This year, bribery won't get you as far as it used to. In order to get a point in this category, the object is simple: do something for the OFCs. This can be a poster or a small homemade gift. Also, get the campers involved with this category making them posters or writing notes. This category is worth up to 2 points

6. Camper Participation: This is a new category and will allow you to really think outside the box on how to get your campers involved in the cabin. It is up to you on how to implement this and use the other categories to show participation. It will also be on a 0-4 point scale.

## **Need To Know**

### **Staff Illness**

Any staff person, adult or youth, who becomes ill can be sent home by the medical staff and director if it interferes with his/her duties.

### **Illness or injury**

Any illness or injury, however slight, to staff or participant, must be reported to the medical staff. All medicines are to be turned over to the medical staff upon arrival to camp. The medical staff is responsible for dispensing medication at the proper time. In accordance with laws, the medical information provided by staff and participants will remain with the medical staff and be kept confidential.

### **Staff Privately Owned Vehicles**

If a staff member brings a car to camp it must remain in the designated parking area. No car should be in the center of camp without the permission of the director.

### **Staff Meetings**

Staff meetings will be scheduled as needed. Staff members may request an individual meeting with the director as needed.

### **Telephone**

Participants and staff may use the only phone after receiving permission from the director. Since this is the only phone in camp we must keep the line open as much as possible in case of emergencies.

### **Visitors**

PB&J Leadership Camp is a closed camp which means no visitors. The final morning will be scheduled for families to visit camp, engage in a group activity.

### **Camp Duties**

Each family group will be in charge of dining hall and bathroom cleanup at least once during the week. Bathrooms will be cleaned once in the morning before breakfast and once at night before lights out.

All staff members are to be involved in camp cleanup on Staff day before they can leave. EVERYONE must be involved in the clean-up of camp and ensure everything is complete before leaving the camp area.

### **Respect Nature**

Please leave nature as it is. We want to leave camp the same way we found it. You may encounter wild horses, mule deer, or other forms of wildlife; please keep your distance. Do not attempt to feed or pet them. This is not only to protect you, but also the animals.

### **Camp Living**

Living in a camp situation is a challenge. Please work with each other, share equipment and the facilities. Accept responsibilities with enthusiasm, and the participants will do the same. Modeling the behavior you want is the best way to get that behavior. Treat others the way you would like to be treated. Get your rest! There is nothing worse than a staff member that is too sleepy to get the job done.

### **Leaving Camp**

You may leave camp only in emergencies. Special arrangements should be made with the director giving the destination and the estimated time you will be back.

### **Campfire**

Campfire is the perfect conclusion to a day at camp. In a variety of ways each camper gains the opportunity to reflect upon the day he/she has just spent, to enjoy the humor of it, to share the learning of it, and to realize the importance of giving it the best he/she has. Any one that has feared getting in front of a group will find real status and pleasure in the security that the campfire fellowship allows.

### **Privacy**

All records of camp participants and staff shall be kept confidential in a locked case or cabinet. All records kept on computer will be password protected. Any use of information obtained about a participant or staff member shall be used

only as pertains to the camp. Any other use of information must be used by permission of the participant's parent or guardian or adult staff member.

### **Medical or Traumatic Emergency**

\* The regulation that protects patient privacy is HIPAA

Following the emergency, the youth and/or adult staff must notify the camp medical staff without delay by doing the following: Do not move the patient. Have one staff member stay with the patient, and another find a camp staff member with a two way radio (Directors and OFC's), and notify all available medics immediately of the location of said emergency.

If the emergency occurred within close proximity to the medical cabin, notify the medic in the cabin immediately. All medical staff will respond accordingly.

If the nature of the emergency does not allow the delay of treatment of the patient for contacting the parent or legal guardian, and/or if the parent or guardian cannot be reached in a timely manner that will not jeopardize the care of the patient, then the medics shall treat said patient under the standards of *implied consent*, until which time the parent or legal guardian can be notified.

If deemed appropriate by the responding camp medics, they may activate Clark County EMS system. One medic will call 911, report the condition and nature of the emergency, and request a medical transport.

Always follow the directions of medical staff and directors if a medical emergency occurs.

## Energizers

\*Lyrics for new ones are included

**Hey Burrito**

**Joe in a button factory**

**Moose Named Fred**

**Roosh-sha-sha**

**Leadership Camp**

**Dexterity check**

**Ravioli**

**Motivation**

**3 Sharp tooth buzzards**

**Weenie man**

**Swimming pool**

**Jelly fish**

**First class hand clap**

**Beaver call**

**Banana in the sky**

**Bird in a tree**

**Brown squirrel**

**There once was a wizard**

**Red wagon**

**Little Green Frog**

**Princess Pat**

**Jiggy Jiggy**

**Shout**

**Peanut Butter and Jelly**

**Boom chick-a-boom**

**Peanut Butter in a cup!**

Peanut Butter in a cup,

We sing this song to pump us up!  
Bang Bang Choo-Choo Train,  
Come on \_\_\_\_\_ do your thing!

"I can't!"

Why not?

"I just can't!"

Why Not?

"My back is aching, the suns too bright,  
"My hips keep popping from the left to the right."

To the left, to the right

To the left. To the right

To the left, right, left, right

Left, right, left, right

Left, right, left, right

(Then Repeat)

**Wishy Washy Washer Woman**

Way down in the valley where nobody goes,  
There's a wishy washy washer women washing her clothes.  
She goes, oohh ahh.  
She goes, oohh ahh.  
She goes, oohh ahhhhhhh.  
And that's how the wishy washy washer women washes her clothes.  
Way down in the valley where nobody goes,  
There's a wishy washy washer women smelling her toes.  
She goes, \*sniff\* ahh.  
She goes, \*sniff\* ahh.  
She goes, \*sniff\* ewww.  
And that's how the wishy washy washer women smells her toes.  
Way down in the valley where nobody goes,  
There's a wishy washy washer women making free throws.  
She goes, oohh swish.  
She goes, oohh swish.  
She goes, oohh... airball.  
And that's how the wishy washy washer women makes free throws.  
Way down in the valley where nobody goes,  
There's a wishy washy washer women high-fiving bros.  
She goes, hey bro!  
She goes, hey bro!  
She goes, hey sis!  
And that's how the wishy washer washer women high-fives her bros.  
Way down in the valley where nobody goes,  
There's a wishy washy washer women striking a pose.  
She goes, oohh ahh.  
She goes, oohh ahh.  
She goes, oohh, ah my back.  
And that's how the wishy washy washer women strikes a pose.  
Way down in the valley where nobody goes,  
There's a wishy washy washer women washing her clothes.  
She goes, oohh ahh.  
She goes, oohh ahh.  
She goes, oohh ahhhhhhh.  
And that's how the wishy washy washer women washes her clothes.

## **A Camper Went Yoddleing Energizer**



(swing arms as if taking a hike)

A camper went yodeling on a mountain so high

When along came a (Insert interuption) interrupting his cry

Yoooo-leeeee-laaaaa

Yodel-laka-key

Yodel-laka-koh (insert interruption sound and hand movement)

Yodel-laka-key

Yodel-laka-koh (insert interruption sound and hand movement)

Yodel-laka-key

Yodel-laka-koh (insert interruption sound and hand movement)

Yodel-laka-key-oh!

**Repeat verse each time adding a new interuption**

Interupption	Sound	Hand Movement
Avalanch	Swish	Put right hand up and move it across your body like and avalance rolling down a hill.
Little horse	neigh	Put both hands in front of your chest and move them up and down like a horse's hoofs.
Camp Bell	Ding ding	Use right hand in a motion similar to ringing a bell.
Guest Speaker	Hi!	Wave both hands in an arc motion in front of the face to reveal a smile.
Camp Ninja	Hugg! (fighting noise)	Extend left arm out as if you are hitting something.
OFC	Ahh-ooooh ahhh-oooh	Cup your mouth with your hands.
Director	None	Hold up hand in "I love you" position.

## Stargate Schedule

**Thursday**

<u>9:30-11:00</u>	<u>Stargate 1: Mercury</u>	<u>Skittles</u>
		<u>Cartoon Character</u>
		<u>Commonality</u>
	<u>Alternate</u>	<u>Bada Bing</u>

**Friday**

<u>5:00 – 6:00</u>	<u>Stargate 2: Venus</u>	<u>Warm Fuzzy Necklace</u>
		<u>PB&amp;J Madlibs</u>
		<u>Cool Kids</u>

**Saturday**

<u>9:00 – 10:15</u>	<u>Stargate 3: Earth</u>	<u>Telephone/Paper Telephone</u>
		<u>Pig Out</u>
		<u>Cross the Great Divide</u>
	<u>Alternate</u>	<u>Lovers Leap</u>
<u>4:00 – 5:00</u>	<u>Stargate 4: Mars</u>	<u>Mrs. Doubtfire</u>
		<u>Reverse Pictionary</u>
	<u>Alternate</u>	<u>Person to Person</u>

**Sunday**

<u>10:45 – 11:45</u>	<u>Stargate 5: Jupiter</u>	<u>Perspective</u>
		<u>Campers in a Line</u>
		<u>Divided</u>
	<u>Alternate</u>	<u>Concentration</u>
<u>5:00 – 5:45</u>	<u>Stargate 6: Saturn</u>	<u>Space Mission</u>
		<u>Indian Chief</u>
	<u>Alternate</u>	<u>Murder in the Dark</u>

**Monday**

<u>3:15 – 4:30</u>	<u>Stargate 7: Uranus</u>	<u>Choices Web</u>
		<u>Priorities</u>

**Tuesday**

<u>9:15 – 10:45</u>	<u>Stargate 8: Neptune</u>	<u>Don't Just Dream it</u>
		<u>Gravity Pole</u>
		<u>Sharks and Minnows</u>
<u>5:15 – 5:45</u>	<u>Stargate 9: Pluto</u>	<u>Lap Sit/Trust Fall</u>

Alternate Activities if you have time

1. Screaming Toes
2. Mafia
3. Dinosaur Egg
4. Swedish Twister

# Skittles Ice Breaker

- **Materials:** Bag of Original Skittles, Enough space to form a circle
- **Objective:** To get to know the campers in a fun activity
- **Time Scale:** Depends on size of group and number of skittles selected per camper
- **Set-up:** Have your campers sit in a circle. Have enough skittles for the number of campers you have, and the number of pieces given to each camper
- **Game:** Begin by having your campers select 3-5 pieces of skittles (you can determine this by the size of your group). Next, beginning with one camper read off one of the questions which correlates with the color of the skittles they had selected. Be sure to listen in on their responses, you can use them while debriefing. Continue doing this until they have answered all their questions, then continue doing this until each camper has finished. Finally, proceed into debriefing.
- **Alternative Procedure:** Reduce the number of skittles given to each camper to reduce time span of the activity
- **Debriefing:** What did you like/dislike about this activity?  
What is one interesting thing you've learned about your fellow campers, and what is one piece of advice you can offer them?

How do your goals or achievements in life correlate with leadership skills you possess, or need to work on?

- **Example Questions:**

Red- What are your favorite hobbies?

Orange- Name an achievement your most proud of.

Yellow- Name one of your goals.

Green- What made you come up to camp this year?

Purple- Name your most impressive skill.

## **Cartoon Favorites**

**Materials:** 1 sheet of paper per camper, writing utensils

**Objective:** Ice Breaker

**Time Scale:** 10-15 minutes

**Set Up:** Each camper will write their answers privately on their paper.

**Game:** Ask each question, then give a minute for each camper to write down their answers.

### **Questions:**

1. Who is your favorite cartoon character? This can be from a TV show or movie.
2. What do you admire most about this character?
3. What is their worst attribute, or what personality trait do they need to work on?
4. What makes them unique?
5. What similarities do you see between yourself and your cartoon character?

**Debriefing:** Have each camper share their first their favorite character. After each camper has gone, then have them each discuss the remaining questions individually. Each camper will have some similarities with their cartoon character.

Discuss and use to get to know each other's strengths and weaknesses. Also, makes for a good laugh.

## Commonality

**Materials:** Writing utensil and paper

**Objective:** Ice breaker

**Time scale:** 5-10 minutes

**Set-up:** Have everyone take out a piece of paper and a writing utensil

**Game:** The objective is to find something in common with each member of the Decade group. When you say go, have them move around and discover a commonality that is not physical, or relating to PB and J leadership camp. They will write down the name of the person they have a thing in common with and what they have in common with them. The first person to find something in common with everyone in the group wins.

Alternative procedure: you can also have groups and in that case the first group to have something in common with each other wins.

### **Debriefing:**

Why is it important to know what you have in common with someone?

Is it possible to have nothing in common with another person?

In what way does personality make finding things in common with one another harder or easier?

Did any of you have nothing in common with another person?

In what way did this let you learn about each other?

# Bada-Bing

**Materials;** None

**Objective;** Just for fun

**Time Scale;** 10-15 minutes, depending on number of campers.

Set up; Have your campers get into a circle with one volunteer in the middle.

**Game;** The person in the middle is essentially running the activity. They are going to look around the circle, point to one person, and say "Bada!" The person that is pointed to has to drop to the ground. The people on either side of that person have to point their finger guns at each other and say "Bang!" The first one to say "Bang!" is the winner of that round. The loser is then eliminated from the circle.

There are a few ways to get out;

- If you don't say "Bang!" before the other person, you're out.
- If you're supposed to drop, but you don't, you're out.
- If you say "Bang!" when you're *not* supposed to, this is called a misfire, and you're out.

If two people say "Bang!" at the exact same time, it is declared a draw, and nobody is out. The game keeps going until you've eliminated all but 2 people. The last two will stand back to back in the middle. The person who was in the middle before will have them begin to walk away from each other. It is up to them to decide when the two remaining players shoot. When the person says "Bada!" the two players facing off will turn around and shoot. The first person to say "Bang!" is the winner. Style points are optional, but it's always fun to see what the campers come up with.

**Debriefing;** This game is like concentration, in a sense that it is an activity often used to pass the time. However, you could ask questions such as;

- How did it feel being the person in the middle?
- How does being in the middle relate back to leadership?
- What was going through your mind when you got out?
- What does this game teach you about first instincts, and readiness?

## PB & Charades

**Materials:** 1 sheet of paper per pair of campers, writing utensils

**Objective:** Learn about campers in the group, work on communication skills, encourage creativity.

**Time Scale:** 5-10 minutes

### Set Up:

- Divide campers into pairs. Since this is an ice breaker, try to make sure the partners don't know each other that well.
- Have each pair pick who will be the "actor" and the "guesser" in the pair for the first round.

### Game:

- Youth staff gives the group a fill-in-the-blank (i.e. "my favorite sport is \_\_\_\_\_").
- The actor has 30 seconds to silently act out their answer to the question. At the end of the thirty seconds, the guesser must write down the answer they believe the actor was portraying.
- Now, have them switch so the guesser is now acting out the prompt and the actor is now writing their guess down. Make sure the new actor does not see the new guesser's answer.
- Repeat this process for two or three more fill in the blanks.
- After both campers have been the guesser and the actor for the all of fill-in-the-blanks, have each pair present their partner and reveal their answers. The partner will correct any wrong answers and tell the answer they were trying to act out.

### Possible fill-in-the-blanks to use:

My favorite book is \_\_\_\_\_.

My favorite movie is \_\_\_\_\_.

On the weekends I like to \_\_\_\_\_.

I listen to \_\_\_\_\_ type of music.

I'm really bad at \_\_\_\_\_.

I'm really good at \_\_\_\_\_.

My favorite memory is \_\_\_\_\_.

My favorite holiday is \_\_\_\_\_.

My favorite food is \_\_\_\_\_.

I want to be \_\_\_\_\_ when I grow up.

My favorite superhero is \_\_\_\_\_.

My favorite princess is \_\_\_\_\_.

**Debriefing:** What was the challenge, if any, of this activity?

What was the hardest answer to depict? The easiest? Why?

What strategies did you use to try to accurately communicate your answer to your partner?

What strategies did you use to try to accurately guess the answer your partner was acting out?

What did you learn about your partner?



## Cook Kids

- Materials
  - Chairs for everyone in the group minus 1
- Objective
  - To break the ice between campers by getting them to move around and get to know each other's interests.
- Procedure
  1. Arrange all the chairs in a circle around the youth staff leading the activity.
  2. The youth staff will start of the game with an example round by saying the phrase: "Cool kids \_\_\_\_\_."
  - a. Some examples of good phrases to use as a model:
    - i. "Cool kids wear glasses!"
    - ii. "Cool kids love PB&J"
    - iii. "Cool kids play sports!"
    - iv. "Cool kids like Batman!"
  3. Everyone that feels like the statement applies to them must get up and run around the circle until they find a new, empty chair to sit in. The person in the middle also has to find a chair as well.
    - a. So if the youth staff used any of the example phrases, then anyone wearing glasses, athletes, Dark Knight fanatics, and campers (because they should ALL love PB&J because that's how we roll) would have to get up and find a new, empty chair.
  4. Ideally, the activity is repeated until everyone has had a turn to be in the middle and say, "cool kids \_\_\_\_\_!"
- Alternative Procedures
  - There aren't really an alternative procedures for this activity because of how repetitive and simple it is, but if you can think of any ways to make this classic activity fresh, go for it!
- Reflections
  - Some questions to ask:
    - How did it feel to be in the middle?
    - What did you learn about your fellow campers and youth staff?
- Awkward Scale
  - 6
- Athletic Scale
  - 4
- Time Scale
  - 10-15 minutes

## **Telephone/Paper Telephone**

**Materials:** none

**Objective:** communication

**Time Scale:** 5-10 minutes

**Set up:** Get everyone in a single line. Tell the end people the sentence or phrase of your choosing by whispering it in their ear. They are then to whisper into the next person's ear. They cannot repeat it if the person does not understand. This keeps going until the last person hears the phrase and has to say it out loud. Compare to the original phrase.

NOTE: this is a game that is often used in psychology and Forensic classes to show the inaccuracies of eyewitnesses but it can also show why communication is vital.

### **Debriefing:**

How does this activity show why clear communication is vital?

What do you like and not like about telephone?

Can this idea of memory fading or changing be applied to leadership?

Why do you think human beings don't remember everything exactly the way it is?

## **Part 2**

**Materials:** paper and writing utensils

**Time Scale:** 10 minutes

**Objective:** Communication

### **Directions:**

1. Everyone get out piece of paper and a writing utensil
2. Campers sit in either a line or circle
3. Pick one person on the end and tell them to draw a person place or thing of your choice
4. The first person shows the second person their drawing Second person will write out in words what he or she thinks the first person has drawn
5. The second person Will show the third person what they've written in the third person will have to draw based off of those words
6. this sequence continues until it reaches the end of the line or circle
7. The final person Will reveal their words or drawing. The first person reveals the original drawing

### **Debrief Questions**

1. what was difficult about trying trying to understand the person before's depiction?
2. How can different forms of communication inhibit or aid a situation?
3. How can you as leaders make it easier to communicate with different types of people?

## Pig Out- Pig Personality Test

1. Have campers take out a sheet of paper and tell them to draw a pig on that paper. It is very important that that is the only direction you give them.
2. After everyone is finished drawing their pig, read them the interpretations of what their pig says about their personality.

### Results

1. If your pig is drawn toward the Top of your paper, you tend to be an optimistic person with a positive attitude. You generally anticipate the best possible outcomes of actions and events.
2. If your pig is drawn toward the Bottom of your paper or in the middle, you tend to be more of a realist.
3. If your pig is drawn facing Left, you believe in tradition, are friendly, outgoing and tend to remember dates and birthdays.
4. If your pig is drawn facing Right, you are innovative and active but not as good about remembering dates.
5. If your pig is drawn facing Forward, you are direct, straightforward, and welcome discussion.
6. If your pig is drawn with Many Details, you are analytical, cautious, careful and may be distrustful.
7. If your pig is drawn with Few Details, you may care little for detail in general and are willing to take risks.
8. If your pig is drawn with 4 Legs showing, you are secure, stick to your ideals, and can be stubborn.
9. If your pig is drawn with Less than 4 Legs showing, you may be more agreeable.
10. The Larger the pig's Ears you have drawn, the better Listener you are.

### Debrief Questions:

1. How many of you found that the results were accurate for you? (Allow them to expand and talk about what was and wasn't accurate if they want to.)
2. How can knowing about your personality and the personalities of those around you help you lead better and grow as a leader?

## **Across the Great Divide**

Materials: None

Objective: All campers must make it across the line while staying with their group and keeping their feet linked with one another.

Procedures: First all campers must get into a straight side by side, close enough to where their feet are touching the feet of the campers beside them. The campers must then step together as a group without breaking the connection of their feet. Once the whole group has made it across the line together the activity is over.

Added difficulty: Once your campers have made it across the great divide together have them do it again but there will be no talking in that round.

Debrief questions:

- What were some difficulties you faced with your group while trying to cross the great divide?
- How does communication play a role in this activity?
- Did you find it easier or more difficult to do this activity without talking?
- What are some strategies you used to get across the great divide with your group?

Time Scale: 15-20 minutes

## Lover's Leap

- Materials
  - None
- Objective
  - To get campers to move around and interact with each other while keeping up with fast-paced commands.
- Procedure
  1. Find a wide open space to conduct this activity. The youth staff leader faces the group.
  2. The game progresses through a series of rounds. Each round, the youth staff leader will shout a command that the group has to perform within a minimal amount of time.
    - a. Here's the list of (most of the) commands:
      - i. "Air raid!" Everyone drops to the ground, army crouch style.
      - ii. "Backpack!" One person jumps on another's back, piggy back style.
      - iii. "# in a boat!" The number of people specified has to sit on the ground in a chest-to-back facing line.
      - iv. "Mermaid!" Everyone poses like a mermaid and yells "hey sailor!"
      - v. "Strongman!" Everyone flexes and poses like a weightlifter.
      - vi. "Bunk beds!" One person gets on all fours and another comes and climbs on their back in the same way, forming a "bunk bed."
      - vii. "Cockroach!" Everyone drops on their backs and wriggles their arms and legs in the air.
      - viii. "Lovers' leap!" One person jumps into the arms of another, romantic-drama-movie style.
  3. Each round, there will be at least one odd-man-out that either doesn't complete the command in a timely-enough fashion or cannot complete the command because they can't get to a partner or group quickly enough. These people are out. The group should get smaller and smaller each round.
  4. Play until only one person remains in the game. They're the winner!
- Alternative Procedures
  - Have the winner be the commander and judge of the next game!
- Reflections
  - Some questions to ask:
    - How important is reaction time in this game?
    - If you don't react quickly enough what happens to you?
    - As a leader, what happens if you can't react quickly in sticky situations?
- Awkward Scale
  - 7

- Athletic Scale
  - 7
- Time Scale: 20 minutes

## MRS. DOUBTFIRE!

- **Materials:** none, unless the staff leading wants to set everyone up in a circle in chairs; if so, then chairs are needed.
- **Objective:** For the person in the middle to ask questions in order to discover the “rule” that guides how the group is supposed to answer their questions. (Think of games like Indian Chief and PB & J family - the odd man out is trying to figure out who/what unifies the group.)
- **Time Scale:** 15-20 minutes depending on how long it takes the person in the middle to discover the rule/pattern and how many rounds the staff wants to lead.
- **Set- Up:**
  - Arrange a circle with the family group, excluding space for one person - they will be in the middle.
  - Decide on who will be in the middle (The Guesser) and take them away from the group so the rest of you can deliberate on what your “rule” is going to be.
  - Now that The Guesser is gone, the rest of you need to decide on how you are going to answer their questions, no matter what they ask!!! A great one to start with so that everyone can get acclimated to the game is: boys answer no and girls answer yes (or vice versa). Once everyone understands how the game works after the first round, another good one is: answer based on the person on the right of you. (So, if The Guesser comes up to you and says, “do you have brown hair?” and you do BUT the person next to you has blonde hair, you would have to say “no!”)

\*HERE are a list of more possible rules you can use:

  - Answer for the person directly across from you.
  - Answer for the person in the middle (the guesser).
  - Answer wrong/the opposite of what is true.
  - Answer correctly.
  - Answer for (insert person).
  - In the circle, answer for the person AFTER the one directly on your right or left.
  - Alternate yes and no answers for the whole group.
  - Alternate yes and no answers for yourself.
  - Answer truthfully, but with a movement or mannerism: scratch your nose, cough, shift your weight on your feet, etc.
  - Everyone answers yes.
  - Everyone answers no.

- **The Game:**
  - Once everyone is clear on how they are supposed to answer questions, bring The Guesser back and instruct them to ask any questions they wish and to try and figure out the “rule” based on people’s answers. Depending on your group’s pattern for the round, you may want to tell them to stick to only yes or no questions or to ask open-ended questions.
  - The Guesser then goes around the circle asking questions until they think they have discovered the “rule.” They may guess what the rule is at any time. If it is taking a while and they’re getting stuck, you may give them hints in the right direction, but don’t give too much away!
  - If, at ANY time, anyone in the circle answers a question in a way that violates the group’s rule, everyone must yell “MRS. DOUBTFIRE!” and move to a new spot in the circle. This is purely to throw off The Guesser and it’s funny as HECK.
  - Once The Guesser has discovered the rule, they win! They can pick a new person to be in the middle and it all starts over again with a new pattern.
- **Alternate Procedure:** none, but this a great, open-ended game that allows for hilarity and creativity. If you see a way to enhance your group’s experience, go for it!
- **Debriefing:**
  - How does it feel to be the only person not knowing what’s going on when you’re in the middle?
  - If you were on the outside, did you get frustrated when The Guesser’s attempts at figuring out the “rule” missed the mark completely?
  - Why do we yell “Mrs. Doubtfire” when someone answers wrong? Do you see people draw attention to someone when they mess up in any way in your own life?
  - What does this game teach about the importance of asking questions in life?

## Reverse Pictionary

- Materials
  - One piece of paper per pair
  - One writing utensil per pair
- Objective
  - For the campers to work exclusively with a partner to get to know them and break the ice while attempting to draw a picture together - with a twist.
- Procedure
  1. Have everyone find a partner, or assign them in pairs based on your judgement of the group so far.
  2. Make sure each pair has paper and a pen or pencil.
  3. Instruct each pair to pick one person to be the “artist” and the other to be the “muse.”
  4. Go around to each pair and give the muse an object to draw (an animal, a house, a place, a landform, etc.)
  5. Set the time for 3-5 minutes. The muse must instruct the artist in drawing the object assigned to them, but the artist has no idea what the object is. The muse is not allowed to give any details or instructions that could clue the artist in as to what they are drawing.
  6. When time is up, have each pair present what they drew versus what they were actually supposed to be drawing. (This part will be hilarious.)
  7. Move on to debriefing.
- Alternative Procedures
  - If there’s extra time left over after debriefing, have the pairs switch roles and do the activity again, or reassign pairs and make it a competition with a winning pair.
- Reflections
  - Some questions to ask:
    - What was most frustrating about being a muse?
    - What was most frustrating about being an artist?
    - What strategies did the pairs have to implement in order to complete the task assigned?
    - What does this activity teach about communication?
    - How can we apply what we’ve learned here to real life interactions?
- Awkward Scale
  - 3
- Athletic Scale
  - 0
- Time Scale
  - 10-15 minutes



## Person to Person

Materials: Large open space

Objective: To find a partner each round quickly and fulfill the tasks given to you.

Time scale: Depends on how long people want to play.

Set up: Everyone forms a big circle with one person in the middle. Everyone should have a partner except the person in the middle. It will work better with an odd number of people so one person is always in the middle.

Game: Each partner in the circle has to comply to a set of tasks that the person in the middle gives them. The partners get a task that's always something to something, usually a body part to body part, which means that both of those things have to touch each other between both partners. For example, if the person in the middle says hand to shoulder then one partner puts their hand on the other person's shoulder. Once the person in the middle yells "Person to Person!" you have to then find a new partner. If you're the last one to find a partner then you have to be the person in the middle and you get to determine what the other partners do. You cannot partner up with the people right next to you.

Alternate Procedure: ...help I don't know what to write

Debriefing: What leadership skills were being used?

How does this game apply to real life?

How did you feel when you were struggling to find a partner and ended up being in the middle?

What did you learn while playing this game about yourself and other campers/people in general?

What lessons did you take from this game?

## **Perspective**

**Materials:** Nothing but your bodies and some empty space!

**Objective:** Leadership

**Time Scale:** 10 minutes

**Set Up:** Everyone starts in a circle. All players number themselves off 1-4, with one moderator. The moderator calls a number, and then says “High, Low, or Medium.” Their goal is to fill the empty space left behind after the other numbers go. The posed numbers cannot talk and must be in a pose they can hold for extended periods of time. Also explain the difference between a closed pose (ex, arms to chest/crouched in a ball/etc.) and an open pose (ex, arms stretched out fully/jumping jack pose/etc.)

**Game:** Call numbers one by one and give them their respective place to pose in (ex. 1, low). The 4th number will be the spectators. The moderator and the spectators will then circle the sculpture until someone sees a story within it. The circle will stop in its place as they explain their perspective, and then the others will have the chance to tell a different story from their respective places in the circle. The moderator then instructs the sculptures to move to a new position (low goes to high, high goes to low, and medium chooses). The circling repeats in the same fashion. The moderator then tells the sculptures to shift from a closed position to a stretched one and a stretched to closed one. The circle repeats again. Play the game again by switching the number's roles so everyone has the chance to be a spectator.

**Debrief:**

- What was it like to be a spectator?
- How did it feel to have a different perspective than someone on the other side of the circle?
- How can this apply to life?
- How did it feel to be a number that went first? Last? In between?
- How did you decide where to place yourself?
- How can this apply to real life?

**Campers in a Line**

Materials needed: 4 cones, 3 blindfolds

Estimated run time: 10-15 minutes (may be longer depending on how fast campers work, if this takes too long it can be cut short)

Directions:

1. Place the cones in a square and have the campers fill 3 sides of the square. Leave the other side empty.
2. Pick 3 volunteers and pull them out of line. Blindfold them.
3. Spin them around a few times and place them back in the lines wherever you want.
4. The only people who are allowed to talk are the people with blindfolds. If anyone else talks, move them to a different place within the lines.
5. The goal is for the blindfolded campers to organize the campers by birthday. Generally try to specify where January will start and where December will end.
  - a. ALTERNATIVE PRECEDURE: if played multiple times, switch up the organization. Either of these will work: alphabetizing by name (first last or middle) or by age groups (13, 14, 15, etc). If you can think of anything else, feel free to use it.
6. Every single camper must stay on the line, hence why there are cones. If someone moves out of the line or off the line, move them to another place in the lines.
7. Allow for the campers to get as far as possible. If it begins to take too long though, wrap it up.
8. ALTERNATIVE PRECEDURE: do not specify if the blindfolded people are the only people allowed to move. Allow the campers to go with what you've told them, as this will come up in a debrief question. However, if there is time for 2 rounds, maybe have the second round where each camper can move themselves only one person at a time.

Debrief questions:

1. For the blindfolded people, what methods of communication did you use?
2. For those not blindfolded, was it frustrating to not be able to talk?
3. What can this say about communication with each other as leaders and as leaders to your followers?
4. (For the round where it wasn't specified who was allowed to move) Why didn't you move yourself?
5. How did it feel to get moved, either for talking or for stepping out of line?
6. Where could these concepts apply to everyday life?

Divided

Materials: none

Objective: leadership, teamwork

Time Scale: 15 minutes

Directions:

- Campers are given a choice between two options that would best describe them as a person and must go onto two opposite sides of the space.
  - From there, the leader will ask a follow up question to further provoke insights and thoughts from each of the groups.
  - Here are some examples of questions that can be asked; however, it is highly encouraged that you think of some of your own rather than reading down from this list!
1. Are you a neat freak or a pack rat? - What is one thing you would NEVER throw out?
  2. Do you love school or hate it? - What class do you love most? What class do you like least?
  3. Split up between girls and boys. - What do you wish the other gender understood?
  4. Are you more introverted or extroverted? - What do you do in your free time?
  5. In an epic story, would you prefer to be the hero or the villain? We're not trying to get an indication of character here. It's just for fun.

Which hero or villain would you be?

6. Do you prefer to read the book, or see the movie? - Which book/movie adaptation pair is your favorite?

Debrief:

1. How did it feel when you were on the side that had more people on it? What about being in the smaller group?
2. Did you find that you related with people even when they weren't on your same side?
3. How does understanding the perspectives, personality traits, and interests of people who might be different than you help you as a leader?

**Concentration**

**Materials:** Zero

**Objective:** Concentration is meant to teach players how to think quickly under pressure. Concentration is often played as an alternate activity or to kill time.

**Time Scale:** It depends on the amount of people playing and how quickly they play.

**Set Up:** Everyone makes a circle. They put their right hand over someone else's hand, and their left hand under someone else's hand.

**Game:** One person slaps their right hand on the person's palm to the left of them. Then that person does the same and so on. While this is happening the group is chanting *This is a game of concentration no repeats or hesitation category is* then the person whose palm is slapped by the end of the chant chooses a category. Examples of a category would be songs, movies, superheroes, etc. Once he/she choose a category he/she must name something from that category. The group of people go around slapping each other's palms the same way as they were during the chant every time they name something from the category chosen. If someone repeats something someone already said or hesitates to say something that fits the category then he/she is out, and the chant starts again. This continues until there are only two people left. Those two people position themselves to be across from each other. They hold hands, and they pull their arms back and forth while saying the chant. The person whose arm is extended by the end of the chant gets to choose the category.

**Debriefing:** Relating to leadership, why is thinking under pressure important?

How did it feel thinking quick under pressure?

What did you like about this activity?

What did you dislike about this activity?

## Space Mission

Estimated completion time: 10-15 minutes

Materials needed:

1. Small pieces of paper (notebook paper, sticky notes, etc.)
2. A writing utensil.
3. Tape if the paper is not already sticky.
4. A piece of paper for writing on.

Directions

1. The leader will write down a stereotype on each piece of paper and tape one to each participant's forehead.  
-These stereotypes include, but aren't limited to: jock, cheerleader, bookworm, teacher's pet, theatre kid, loner, bully, nerd, movie star, too loud, too quiet, arrogant, too hyper, innocent.  
-Make sure the person given the stereotype does not read it.
2. Once everyone has been given a stereotype, have everyone sit in a circle.
3. Assign one person to write down what the group comes up with.
4. As a group, decide on 10 items to bring if you were to go into space. Treat everyone the way you would treat the stereotype they have.
5. Once all 10 items have been decided on, have everyone guess what their stereotype is.

Debrief:

1. What is a stereotype?
2. Why do people stereotype others?
3. Can stereotypes be harmful? Can they be beneficial?
4. Is there any way to change the way you would treat each stereotype?
5. Are some stereotypes better than others?

**Indian Chief**

**Materials:** none

**Time Scale:** 10-15 min

**Objective:** Leadership

**Game:**

1. (For Staff) Assemble Campers in a circle (preferably at tables or sitting on the ground) and ask for one camper volunteer. Take said volunteer away from the rest of group (camper should not be able to hear those in the circle).

2. (For campers) One person will be selected as the Indian chief. This person will do a series of movements like clapping their hands, snapping, etc. Everyone else in the circle needs to mimic exactly what the Indian Chief is doing. The Indian chief can rotate movements whenever they want.

The trick is the person sent away will come back and stand in the middle of the circle. They will try to guess who the Indian Chief is, so it is important that the Indian chief is not obvious about changing movements and that the others in the circle don't stare at the chief directly and give it away.

3. (For Staff) Choose a chief and have them start the movements. Bring the selected person back to the circle to guess. Once they have figured out the chief, two new people are selected to leave the circle and be chief.

**Debrief Questions:**

How did it feel to stand in the middle?

How did it feel be the chief?

How did it feel to be one of the chief's followers?

\*\* Guide discussion in way of being a good follower

**Murderer in the Dark**

**Objective:** Planning skills, understanding a component of leadership: selection.

**Materials:** None

**Time Span:** 5-10 minutes

**Set Up:** Have participants gather in a circle and hold hands. Have them all close their eyes and tap one on the shoulder to designate them as the murder.

**Game:** The murder squeezes the hand of one of the people next to them (can be right or left) a certain amount of times. That person then squeezes the hand of the next person one time less. Then that person squeezes the hand of the person next to them one time less and so on and so forth. Whoever receives only one hand squeeze is killed by the murder. The victim then says "murder in the dark" and everyone opens their eyes. The victim then has one try to guess who the murder is. If they guess incorrectly, they must step out of the circle, and the murder can kill again. If the victim guess correctly, the game starts over with a new murder.

\*\*\*If the murder kills themselves, the game starts over with a new murderer.

Example: Jill, Jack, Henry, and Bill are in a circle. Henry is chosen as the murder. He squeezes Bill's hand 5 times. Bill squeezes Jill's hand 4 times. Jill squeezes Jack's hand 3 times. Jack squeezes Henry's hand 2 times. Henry squeezes Bill's hand once, so Bill says "Murder in the dark". Everyone opens their eyes, and Bill guesses that the murder is Jill. Jill says she isn't, so he steps out. This time Henry squeezes Jack's hand 4 times. Jack squeezes Jill's hand 3 times. She squeezes Henry's hand 2 times, and Henry squeezes Jack's hand 1 time. Jack guesses that Henry is the murder. Henry says he is. The game starts over as everyone is once again in the circle with their eyes closed and the facilitator select a new murderer.

**Debriefing:** How did you figure out who the murderer was?

When you were the murderer, did you have a certain strategy in mind to kill a certain person or simply not kill yourself?

Are there any real life examples that kind of mirror what takes place in this game? Are there any situations where you are "killed" by a "murderer", on purpose or by accident?

Are there any instances where a lottery system is the best to select someone? How can you decide whether people should be selected by random or in a thought out process? What are the advantages of picking randomly? Disadvantages?

Was it easier to accept that you were killed knowing that it was an accident? How do you react when someone "kills" you in real life? Is it easier to accept your "death" when you go into a situation knowing that someone has to "die"? Why or why not?

## Web of Choices



Materials: spool of yarn

Objective: Day of the Dead debriefing; reflection

Time scale: 15-20 minutes

Set-Up & Procedure:

- Have the group stand in a circle facing each other.
- One by one, everyone is going to bring attention to a poor or dangerous decision made by someone in any of the skits or theatrics that were performed during Day of the Dead. After someone has noted a poor choice they observed during the day, they will toss the spool of yarn to someone across the circle.
  - What poor choices were made by: Sally, her parents, her friends, Thomas, the people that caused the car crash, etc.?
- Once everyone has gone, a tangled web should be connecting everyone.
- Now, have them untangle the web. This will be done by tossing the spool of yarn and wrapping it back up in reverse order. Before each person tosses the yarn back to the person that tossed it to them, they must say a good choice that can be made in order to bounce back from a bad decision or from a personal struggle one faces in their life.
  - Feel free to encourage participants to draw from their own observations and experiences in order to create a fulfilling stream of good advice.

Alternative procedure: N/A

Debriefing:

\*NOTE: Because this activity tends to debrief itself, and will typically take place after Day of the Dead, it may be better to allow your campers' responses to the web guide the direction of the discussion in lieu of conducting a formal debrief. However, if you feel that you would rather sit down with them all and have a formal debrief for their benefit, here are some questions to get you started.

- IF THE UNTANGLING WAS EASY: The untangling of this web of yarn may be easy, but a string of bad choices in real life may not be so easily undone. What happens when someone finds themselves caught in a web of their own bad decisions? Is there any hope for someone to escape this web?
- IF THE UNTANGLING WAS DIFFICULT: Like this ball of yarn, bad decisions in real life are not so easily untangled. What happens when someone finds themselves caught in a web of their own bad decisions? Is there any hope for someone to escape this web?

## Priorities

**Objective:** Identify what is most important in one's life, contemplate and prioritize values

**Materials:** pencil and paper for each participant

**Time Scale:** 15-20 minutes

**Set Up:** Have each participant divide their paper into five sections of boxes. This can be done by folding the paper or simply drawing lines. (The sections do not have to be perfectly the same size)

**Game:** In the first box, have each participant write down the four most important people in their life. (No pets) In the second box, have participants write the four most important tangible items in their life. In the third box, have them write their four most important places. In the fourth box, have them write their four most important memories. In the fifth box, have them write their four most important goals (long term or short term).

Now participants will start to eliminate things from their list. Elimination from the list symbolizes eliminating that person, item, place, memory, and/or goal from their life. Make sure participants really think about how the elimination would affect themselves-their identity and their life. In the first round of elimination, have participants cross off and eliminate 6 things from their list: it can be any combination of categories as long as 6 are removed. After they have all eliminated 6 things, make them cross off 5 more things. Then cross off 4 more things. Finally, have them remove 2 more things, so that they are left with only three things left.

**Debriefing:** What, if anything, made this activity difficult?

What was the hardest thing to eliminate? Why? Without that person/item/place/memory/goal in your life, what part of your life and/or identity would change?

What 3 things are you left with and why did you choose to keep them?

Why is it important to know what is most important to you?

Is there anything that your 3 top priorities reveal about yourself that you weren't aware of before?

Now that you have clearly identified the three most important things in your life, are there any changes you can/ should make in your life so that your lifestyle aligns with your priorities?

## **Don't Just Dream It**

**Materials:** 1 sheet of paper per camper, writing utensils

**Objective:** Campers will get a chance to really think about their goals and how to actually make them happen when they come down the mountain.

**Time Scale:** 10-15 minutes

**Set Up:** Have each camper take out a piece of paper and a writing utensil.

**Game:** Instruct the campers to write down a goal they have on their paper. Make sure they do not put any identifying marks on their paper. When everyone is done, collect the pieces of paper. Hand back the paper to the campers and make sure no one has their own goal. Next, have the campers look at the goal and write down their advice to the person on the back of the paper. When everyone is done writing their advice, have each camper read the goal and the advice they gave to the person with the goal. For each paper, encourage the rest of the group to add more advice and steps on how that person can achieve their goal. Have the camper holding the paper write down extra advice.

After everyone has shared, collect the papers once more. Allow your campers to come to you individually throughout the day to collect the paper with their goal on it.

**Debriefing:** How did it feel to put your goal on a piece of paper and have it read out loud?

How do you feel about your goal after hearing advice about it?

Was it hard to give someone advice? Why or why not?

How did you decide upon what advice to give to other people's goal?

Why are goals important?

How does making goals and having a plan to achieve those goals make you a better leader?

## Gravity Pole

Materials: One PVC pipe per group

Time Scale: 15 minutes

Objective: Teamwork and Problem solving

Set Up: split the group into two and line them up in two rows facing each other.

- Introduce the gravity pole to the group
- Ask participants to hold their arms out in front of them and point their index fingers.
- Lay the cane down on their fingers. The pole must lay on the sides of their fingers, like they are pointing at the person across from them. Get the group to adjust their finger heights until the cane is horizontal and everyone's index fingers are in contact with the stick and it needs to remain level.
- Explain that the challenge is to lower the pole to the ground.
- The rule: Everybody's index fingers must remain in contact with the pole at all times. Pinching or grabbing is not permitted – it must rest on top of fingers only.
- Reiterate to the group that if anyone's finger is caught not touching the cane, the challenge will be restarted.
- You could make it a bigger challenge by closing eyes and/or not allowing them to speak.

If done correctly, the pole will rise before it goes down even though everyone is trying to lower it. You can run this a few times.

Debrief:

What was difficult about this?

Did anyone try to cheat?

Who took over leadership?

Were different ideas listened to and tried?

What was required to solve the challenge?

## Sharks and Minnows

This game works best with a large group and a large room or area to play.

### The Rules:

The group starts out on one side of the field or room with one person in the middle of the room.

The person in the middle will call out sharks (boys) or minnows (girls). He will then specify how he wants them to cross the room (running, backwards, hop on one foot etc...).

It will then chase in the same manner that he called out. If one of the sharks or minnows are tagged they sit right where they were tagged and become seaweed.

This seaweed has to stay seated, but can tag others that are crossing. If tagged by seaweed the participants become seaweed as well.

### Debriefing Questions:

- What made this activity difficult?
- Did you find certain strategies that worked better than others?
- How did having obstacles (such as the seaweed) make it more challenging?
- How can we avoid some of these obstacles in life?

## **Trust Fall**

**Materials:** None

**Objective:** Leadership

**Time scale:** 15-20 minutes

**Directions (Fall):** You MUST first be sure that your group can perform this safely. If you feel your group may struggle with keeping safety as a priority, enroll another adult in your group.

Have everyone line up in 2 lines facing each other. Each person should match up with another. At the end of the line there will be an object for the faller to stand on. Tables work well if they are heavy enough to stand on one end. Have each person clasp arms 'fireman' style with the person across from them. They should be similar heights. If you forget how to clasp, ask an OFC or director for assistance. Youth staff member will be the first faller to show trust and confidence in the group.

The faller will then stand on the table with their back facing the group. They will say "Catchers ready?" The group says "catchers ready" then the faller will say "faller ready" and the group will say "fall on" This is the cue to the faller that the group is ready to catch them. The faller must remain stiff as a board and not bend at the waist. Make sure to demonstrate this and emphasize with campers. The faller falls, gets caught and gently put down, feet first so they can stand. Have everyone in the group go. If there is a camper that is truly afraid, it is okay but do not put emphasis on this.

### **Debrief:**

Did you know you trusted this group that much?

How did it feel to put your trust in this group or even yourself?

How does this relate to real life?

What challenges did you feel?

What leadership skills did it take to execute this activity safely and how could you use them?

## **Screaming Toes**

**Materials: None**

**Objective: Fun**

**Time Scale: 10 minutes (good time filler)**

**Procedures:**

To start, campers must get into a tight circle with everyone facing inward, then instruct your campers to look down and stare at the feet of someone in the circle. Once everyone is staring at someone else's feet, whoever is leading the activity will say "heads up" and the campers will raise their heads and look at the person whose feet that they were looking at. If they look up and are making eye contact with that person then both campers scream and they are now out of game and leave the circle. Continue playing until there are 2 campers left. They're the winners!

**Debrief:**

1. How did you feel when you looked up and you made eye contacts with the person?
2. What strategies did you use (if any) to try and win the game?

## Mafia

**Materials needed:** none

**Time scale:** 10-15 minutes

**Objective:** Leadership

**Game:**

1. Have everyone sit in a circle and close their eyes. One person, usually a youth staff, will act as narrator for the game.
2. The narrator will tap on the shoulders of the people they are picking for each category: mafia, sheriff, or nurse. It is imperative that it is a silent picking so no one's identities are compromised. If a person is not tapped, they are a townspeople.
  - The number of each category can be altered due to size of the group, though combined they should never exceed over half of the group. A normal sizing would be 3 mafia, 2 sheriff, and 1 nurse.
3. The narrator will have each category raise their heads one by one. Each has a specific goal in mind. The mafia all silently agree on one person to kill. The sheriffs all agree on one person they'd like to know more about (the narrator will shake head yes or no). The nurse will save one person every turn (every other turn they can save themselves). As soon as each of the categories as gone, the narrator will have everyone raise their heads and open their eyes.
4. The narrator will spin an elaborate story about how the mafia killed their victim, and the victim will reveal what category they belonged to. Then, all playing will pick two people who they think are the mafia to vote between. Whoever has the most votes dies, and will also reveal what they are.
5. Steps 3 and 4 repeat until the mafia or townspeople win. The mafia win if all the sheriffs have been killed. The townspeople win if all the mafia have been killed.

**Debriefing:**

1. How did it feel to be a mafia, sheriff, or nurse? How did it feel to be a townspeople?
2. When you were accused of being a mafia, how did that make you feel?
3. How does this game relate to real life and accusations?
4. What does this game teach about leadership?

## Dinosaur Egg



#### Description:

Everyone begins as an "egg." They will play Rock, Paper, Scissors with another "egg." Whoever wins becomes a dinosaur and the person who lost remains an egg. Once you are a dinosaur you can only play R, P, S with other dinosaurs. If you lose you will become an egg, if you win you become an "Ultimate Being." Ultimate Beings can only play with Ultimate Beings. If you lose you will go back to an egg.

#### Forms:

Egg: Knees bent, waddling

Dinosaur: Arms in and walk like a dinosaur

Ultimate Being: Stand on tip toes and arms waving in the air along with your body.

#### Debrief:

- 1.) May ask campers what form they ended in.
- 2.) How did it feel when you were an Ultimate Being and you had to go back to being an Egg?
- 3.) Was it easy to become an Ultimate Being?
- 4.) Would the game be boring if once you got to Ultimate Being you stayed there? Why?
- 5.) Does this relate to once you achieve a goal you still have a drive to achieve a new one?
- 6.) How can we apply this to real life?