

Kakuro and/or Sudoku puzzles: Need your group to work together? These can be found on-line or in newspapers or in full books at any book store – post them and allow your folks to work together on them – some will be very good at them, some will struggle but these can be very empowering to a group. Any puzzle can be used – these are just the current popular ones. These allow the staff to work together to get to a common answer.

Hot air Balloon: One of my favorite ways of having my participants introduce themselves is by having them take an imaginary journey in a hot air balloon. They get to choose their destination and who they bring along. It could also be used to envision the summer. Have each staff member imagine that they are taking a hot air balloon ride over your camp. What do they see? Can they find themselves? What do the faces of the staff look like? What do the faces of the campers look like? Are the parents happy? Is the administration happy? What changes need to be made so everyone is enthusiastic and enjoying themselves? What else do you want them to see? Adapt this to suit your needs – allow time for artistic expression.

Fruits of Strength: Need your group to recognize their role in the “team”? Distribute the sheet at the end of this booklet. On each apple, participants write down a strength they bring to your group. You could also use this for a brainstorming session, using a poster-sized version, labeling each apple with a strength desired by the team – it could also be helpful to have each team member find their strengths that they bring to the group. See the page in the appendix.

Ducks in a Row: This activity will also help your group find the different roles. This activity is designed to define the essential parts of a team. Each duck represents a major characteristic of a well-functioning team. Each column is for members to list what they need to demonstrate that characteristic. This would be great at the beginning of staff training and could be re-visited as often as you wish – or as a culmination of training to review where each member fits. See the page in the appendix.

Empowerment Poster: This is a reminder for the group – empowers them. Distribute this poster to each staff member or enlarge it and place it somewhere they will see it each day. Ask them to remember that there needs to be a balance of the three components in order for the team to function well. Add anything else they feel would be pertinent to your camp. They should ask themselves, “What can I do personally to enhance the center of the circles. See the page in the appendix.

Super Director Syndrome: Have the objects of the job at hand. Have someone volunteer to be the “person”. Make sure that you have more objects than a person can hold without dropping some. Hand each object with an explanation to the person. The goal? Delegation.

Why Worry?: Are your staff apprehensive about the summer? Help them come to terms with their level of concerns and ease their apprehension. Give each staff member a copy of the sample paragraph in the appendix (or create one of your own), along with the “Worry Level Key”. Have each person identify his/her own personal worry level. Lead your staff through a feedback session to be sure all have identified their level of worry. Now have each person ponder this question: “When you consider your role in this situation, what are your biggest worries?” Discuss their responses. Make sure everyone understands the rest of the staff members concerns. Here are some questions you might use to guide your staff through this exercise:

How do you feel about this summer?

Is there anything you question about this summer?

What do you think the outcome will be?

What are your doubts about the summer?

Walk in My Moccasins: Before your staff even arrive at camp, you could have insight into how they learn best. By knowing how each staff member learns, you can mix up your training by sending this out to your staff prior to camp. Suggest that they bring it with them to camp and look at it periodically during staff training. Ask them to let you know which types of learning they gain the most information from. Use this moccasin reference:

Like an old pair of moccasins, the best presentation of training fits the user perfectly and with ultimate comfort. Training your staff members should be like fitting them with moccasins – each encounter should be personal and customized for the individual. As you design your training for your staff, keep this moccasin metaphor in mind so that you focus on the unique learning styles and needs of each person. Strong learning depends on a cumulative strength of each staff member.

Use this metaphor to get yourself away from the lecture style of delivering your training and into the expertise-sharing and discovery models of learning. Think in terms of individual fit, and adopt the more personal delivery systems – on the job training in its many forms rather than the “default” delivery option of “classroom-type” training. Use this metaphor to remind each staff member that each person can and does do many things well, and that these successes are worth sharing with others. Valued individuals are capable of being role models for others; paying attention to a few principles of teaching can help your staff share skills and knowledge. “Walking in my moccasins” has always been a good exercise in understanding. Take advantage of their strong messages in this idea as you encourage your staff members to become instructors as well as learners.

Tell me and I'll know for an hour
Show me and I'll know for a day
Allow me to experience and I will know for a lifetime.

Wrapped packages: Have two “presents” on the table in front of you, one should be beautifully wrapped, the other a mess, but still wrapped. In the beautiful one, put some dirt and sticks, in the other some cookies or snacks – something the staff would find particularly attractive. Have one staff member choose one, a second staff member choose the other. Your discussion following this should focus on finding the beauty in the unfinished products – don't judge a book, you get the drill.

Ideal Camp: Having trouble getting your staff to grasp the full vision of camp? Have them work in small groups, (4 – 6) to create the ideal camp. Give each group a bunch of crayons and some newsprint. Allow time for the, to explore – maybe make a few suggestions, although that can come in the follow-up discussions. Have each group share what they have created.

Thank you Notes: How nice we all feel when we are appreciated! Why not, once in a while, or after a staff member went the “extra mile” drop a thank you note into his/her mailbox? It goes far in letting them know how much you value them.

CRAYON PICTURES

Step one: Give each person a piece of paper and one crayon. Have them draw a picture of their favorite quiet place.

Step two: Have everyone take a new piece of paper. Give them unlimited crayons and have them redraw their picture.

Which is easier? Which makes you feel better? Artistic talents aside, what conclusions can be drawn from this activity?

Discuss the need for a variety of color in the world and how much each adds to the bigger picture. How does this apply to your camp?

THE EMPOWERED SUPERVISOR

- Provides information
- Facilitates work processes
- Makes life easier
- Helps staff learn
- Trusts abilities of his/her staff

- Seeks responsibility
- Has personal stake in work area
- Accepts responsibility
- Makes decisions
- Generates ideas
- Maintains enthusiasm

THE EMPOWERED STAFF MEMBER

- Has new guidelines for all
- Rewards responsible ownership
- Is able to change old hierarchies
- Recognizes new relationships

THE EMPOWERED CAMP

**WHAT AM I DOING TO ENHANCE
ALL ASPECTS OF CAMP?**



WHY WORRY?

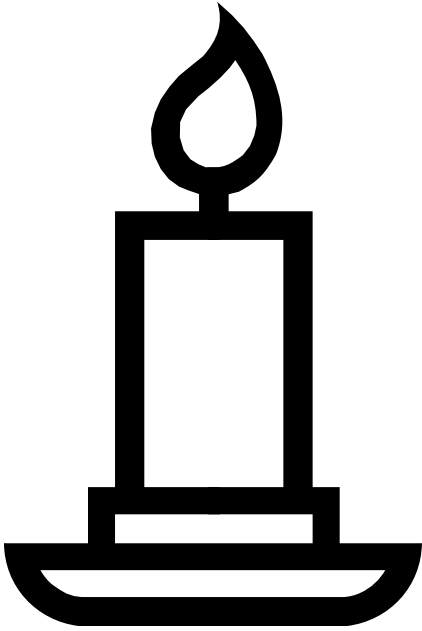
Sample Paragraph to use:

In working at Camp _____ this summer, I am worried that I won't be able to do a good job during the summer.

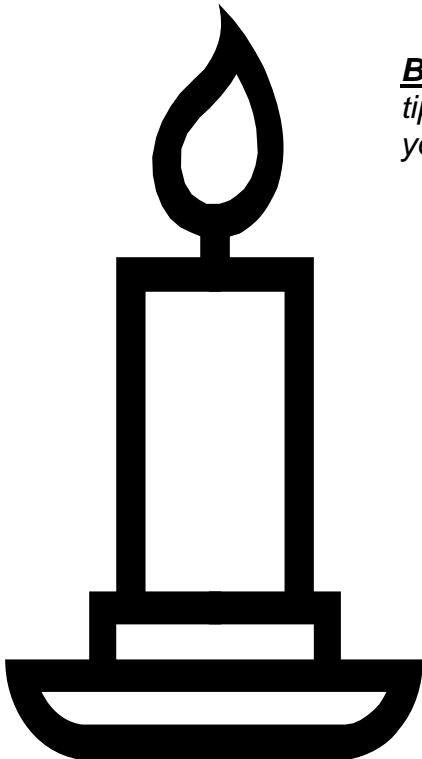
In the past, I have found that I am not always able to live up to my own expectations.

WORRY LEVEL KEY

1. INFORMATION: worried about not getting enough information from my supervisor
2. PERSONAL EFFECT: worried about my own relationship to camp
3. IMPLEMENTAION: worried about getting my job done
4. WORRIED: worried about being successful in my job



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