Staff Training 'How To's' / Developing Amazing Staff

Neva Baltzell and Jessica Tenhor

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Day 1: Let's Begin

Interviews

- "Finding good people is a challenge for every enterprise, but for children's summer camps - or for any organization where the responsibility for other people's children is at risk - it is critical. Counselors are every camp's first and foremost asset. It is the staff that creates healthy, wholesome, nurturing relationships with campers (or not); it is the staff that brings the program to life with spirit and enthusiasm (or not); and it is the staff that maintains the physical and emotional safety of everyone involved (or not). These stakes are high! You find few ventures where the owners or directors toil away for 10 months only to turn the entire enterprise over to a bunch of 18- to 22-year olds! As I have often said, camp professionals have got to be crazy!" (Ditter, 2013).

Expectations

- What are your expectations of your staff?
- What are your staff's expectations of you? Are these expectations realistic?
- Who should staff go to when they have questions? Are there different people for different questions?

Sharing Your Expectations Idea

- **Hero Training** (from Jessica Tenhor)
    - "This year during training you will all learn how to become heros to the campers you encounter this summer. HEROS! Not superheros, but heros. Everyone is a hero to somebody and this summer you will be a hero to many. You will be the one to praise a camper with low self-esteem. You will be the one who chases away the monsters in the dark. You will be the one who sneaks a cabin out past lights out for stargazing. You will be the one to smile at someone having a bad day. You will be the one who listens when no one else does. You will be a hero to someone this summer. And, in turn, someone will be your hero."
    - What Does a Hero Look Like To You?
      Break off into groups
      Give each group:
      -Large paper
      -markers
      Task: Draw/Characterize what a hero looks like to your group
      Gather and share with large group
      Debrief: All of these are characteristics that, as a team, we possess. Not every individual will have each of these characteristics and we must understand this. Our goal throughout training and the summer is to help each other grow to develop these characteristics farther and plant some seeds to begin the growth of other characteristics.

Working with Teen Volunteers A.K.A Camp Counselors

Our job is to teach them. Not to just supervise them. We must think of them not as "helpers" but as apprentices. We must view ourselves as mentors and coaches. The following is a quick list of things to keep in mind when preparing to partner with teen counselor for a week of camp.

1. Identify the impression that you want to make.

The first thing you want to do before starting a week of camp is to ask yourself what good words you want them to use to describe you behind your back. Good words would include:

- ◻ approachable
- ◻ open to questions
- ◻ flexible
- ◻ understanding
- ◻ patient
- ◻ knowledgeable
- ◻ caring (about them and their success)
- ◻ warm
- ◻ tactful
- ◻ creative
- ◻ positive

These are examples of words that you do not want counselors to use to describe you:

- ◻ bossy
- ◻ too busy to be bothered
- ◻ pompous
- ◻ show-odd
- ◻ domineering
- ◻ impatient
- ◻ harsh
- ◻ negative

Your job is to make sure that you are making choices that would cause counselors to describe you with the positive words on your list.

2. Explain "why".

Get in the habit of explaining to counselors why you are doing what you are doing and why you are doing it. Explain why you do it in a certain way and not in others.

- ◻ Use the word "because" a lot. Instead of saying, "We're going to do this" try to say "We are going to do this because it will get campers up and practicing right away instead of just listening to us explain it"

3. Frequently speak directly to the counselors while you are leading the group.

When explaining the rules of a game, don't just talk to the campers. From time to time, look the counselors directly in the eyes to keep their attention and maintain their involvement. When you refer to them repeatedly by name, it's much harder for them to "sit out" or act like they aren't there:

- ◻ "John (counselor) and I are going watch and see if you stay between these two lines...."
- ◻ "Now you'll remember from the last time that this part was tricky. Somebody please tell Robin (counselor) what we are supposed to do."

4. Give instructions to counselors while you are talking to campers.

You may be asking yourself "How on earth can I do this?" It is a simple technique that lets counselors know what you would like them to do as part of the explanation for the activity. Here is an example.

"In a moment, but not yet, I'm going to ask you to line up on the edge here and kick while I work with you one at a time on the back float. Now Karen (Counselor) is going to stand right here (indicate) and see if you can make some monster waves that knock her over. She's going to check while you're e doing this (make eye contact with Karen) to see if you are keeping your hips in the right position. Ok, Karen, are you ready?

5. Be positive- Speak to counselors about their good decisions, not just their bad ones.

If the only time that we speak to a counselor is when they have made a "bad" decision, then they will be tense and defensive when we speak to them. So be sure to praise them for "good decision" making. Please remember that immediate and specific feedback (praise) is the best. Instead of "good job", try to say why the work was good. "Troy, you set up before I even asked; that's thinking ahead—nice work."

i

[i] This material was adapted from Learning Leadership: How to Develop Outstanding Teen Leadership Training Programs at Camp, Michael Brandwein (YMCA of the USA 2003).

Building A Schedule

A Few Tips and Questions to Ask Yourself

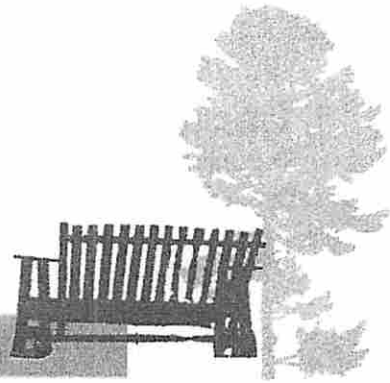
- Take note of what NEEDS to be in your training
  - Policies and Procedures
  - Health and Safety
  - Fire Building
  - Etc.
- Who is your audience?
  - Do you have a lot of new staff? A lot of returning staff? A mix of both?
    - Can you utilize your returning staff during training to lead sessions or be involved in role play scenarios?
- Who will be leading sessions? What topics will they be covering?
- What is the estimated timeline for each activity?
- Don't lecture everything – make it fun
  - Role play
  - Fashion shows
  - Games
  - Etc.
- Don't repeat information so many times that they feel beaten to death with it
- Give "down time" and/or reflecting time for the material to absorb
- Make time for fun
  - Large group games/activities
    - Let the staff create bonds through play

The Camp Counselor
"counselor for the counselors"

CONFERENCE NOTES

Notes from the presentation by Scott Arizala

Consultant, Trainer, & Author



Reframing Training

Reframing Training Overview

- Definition
- Goals
- Stages
- Model
- Content
- Format
- Facilitation
- Staff Manual

Definition of Staff Training: To acclimate and orient individuals into the staff of an organization.

- EXPECTATIONS

Question: What are the **Goals**? Why do we do staff training?

Answer: We want to affect staff members' knowledge, behavior and attitude.

- Knowledge is the book learning… the mental understanding.
- Attitude… is having their buy in, [their belief in what they are doing].
- Behavior is the ability to do something.[1]

Knowledge & Attitude & Behavior = Learning **Goals**

The Three **Stages** of Training

Training is like a good story…. Beginning, middle, end & possible future

1. Orientation
2. Staff Week or Training
3. Consultation: training & professional development

[1] Grayson, Randal "Taking Camp Staff Training from Good to Best Practice" pg.5

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1. Orientation

- Starts now – or at the very least at the time of the interview
- This is the time to start laying out expectations, getting staff familiar with what it will be like to work at camp and for you.
- Includes all human resource stuff
- Info about camp: any published or written material, history, traditions, website, online communities, etc. This may be different for new and veteran staff.
- If you made a "parent pack" for counselors, what would be in it?
- Just like staff training is your week to get ready for kids; your orientation period is your time to get ready for your "kids," the staff.
- Includes time up through the beginning of staff training

2. Staff Week or Training.....This is the period of time right before campers arrive that you have alone with the staff.

3. Consultation: trainings and development

- In-services are your opportunity to revisit topics covered in training or to bring up new topics. These are especially poignant now, because the staff are in the heat of it, they actually have real life examples and experiences to learn from.
- Training topics and issues should be formally covered at least once a session
- All meetings can be used as an opportunity to develop counseling skills
- Professional development for staff members (i.e. pre/post season conferences, association professional training, skills training (CPR, First Aid), etc.)
- Evaluation process

A Better Way to Train.... The Experiential Model

You learn better from doing it, than from an explanation of it!

It's more than just a list of duties, you are trying to convey cultural norms and create intentional communities.

Culture & Community Formula
Knowledge & Participation = Membership

The 4 Building blocks of the Experiential Model:

- Schedule – actual daily schedule and flow of camp
- Facility – buildings, areas, activities
- Culture & Community – the lingo, the songs, way you start meals, your assembly, etc.
- The Basics – living and using camp the way it is intended: moving from cabin to waterfront

1. Allows for better understanding of the flow of a camp day
2. Gets participants more involved in different areas of camp
3. Participants learn camp-specific characteristics (program areas, camp lingo/slang, particular rules for different areas, where supplies are located, etc.)

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4. Opportunity to teach the "culture" of camp to new staff members
    - Language
    - Traditions
    - Rites of passage
    - Stories & legends
5. Participants learn in a smaller groups – as well as within their primary working group
6. Allows for instructors to develop curriculum to fit group (age specific, ability specific, etc.)
7. Puts participants in the appropriate learning context
8. Builds a strong sense of community and bonding within working groups
9. Creates empathy for campers experience
10. Gives indications to practical daily issues

The What & How of Staff Training… Content, Format & Facilitation

Content = What do you do?

There is no comprehensive list… but here is my suggestion:

- Counseling Skills (more than just responsibilities)
- Managing Behavior
- Leadership/Supervision Skills (everybody)
- Leadership & Supervision Training (for supervisors)
- Recognizing Child Abuse
- Health & Safety
- Emergency Procedures
- Policies & Procedures
- Activity/Program Training (individual act. Areas, rainy days, cabin activities, etc.)
- Homesickness
- Patience
- Energy & Enthusiasm
- Dealing with sensitive issues
- Teambuilding skills
- Overnight/Tripping procedures & skills
- Goal Setting

What's on the Inside? Breakdown each session into: what does it cover and why – creating learning goals

- Skills
    - Does this session teach specific skills?
- Requirements
    - Does ACA, the local Health Department or other governing bodies require anything about this topic?
    - Does state or federal law require anything on this topic?
    - Does the content suggest appropriate or best-practice strategies and steps?
    - What does your camp's or parent organization's mission or philosophy suggest about the content of this topic?
- Goals
    - Which goals or indicators are met through this topic?
    - What is the main point of the topic?

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        - Where does the information presented come from (i.e. policies, status quos, expert source, anecdotal experience, personal experience, etc.)
        - Does the content suggest appropriate or best-practice strategies and steps?
    - Knowledge
        - What do you hope they walk away with?
        - Did you give them strategies to incorporate this new stuff (knowledge) into their daily routine (behavior)?

Format = How do you do it?

The way you present a topic or subject can and will affect how your staff members feel about the material (attitude), what they actually learn (knowledge) and how they apply it (behavior).

- Lecture
- Large group lecture – small group discussion
- Interactive – role play, scenarios, etc.
- Round table – discussion
- Hands on – instructional
- Long term teaching: instruction/application/review/development (in-service)

A note on **Teaching**...It's about the Learner not the Teacher

- Visual, auditory, tactile, through action or process, etc.
- Expectations versus rules
    - Not just covering "what not to do"
    - Help develop ways to be successful... the "how to do"
- Plan, Do & Review (Time to practice)
- KISS – Keep It Simple Stupid (Break things down to the basics)
- Tricks & tips are memorable
- The more people talking the better (leaders & learners)

Facilitation – Putting it all together.

- Scheduling tricks and techniques
    - Remember how you would want a schedule to be balanced for children: Try to break up heavier or more serious sessions with lighter and playful ones. Use training schedule to model appropriate child development strategies:
        - Separate fast paced activities with slower
        - Have both active and passive activities
        - Provide time for reflection and process
        - Show flexibility and creativity
    - If you have more content than can fit into one "period", make it two sessions or periods
    - The two most effective learning times of the day: mid-morning (9-11) and mid-afternoon (1-3).
    - Recreation time is important
    - Places & Faces: maximize time spent with daily co-workers and environments
    - See "Training Terrific Staff" by Michael Brandwein

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The Staff Manual

The Staff Manual should read like a book… from beginning to end (with some exception), and should follow the same order as orientation, staff training and staff development.

What goes in it?

- USEFUL MATERIAL: Games, songs & activities
- All written materials: personnel policies & procedures, handouts from sessions, material referred to in sessions, copies or samples of forms they will need, etc.
- Camp's mission statement, philosophy, goals and objectives
- Room to create personal goals and objectives and other ways to personalize it.
- Either their actual schedule for the staff training week or a generic schedule
- Checklists of responsibilities

Things to avoid:

- Unused material or things staff are supposed to "look over when they get a chance"
- Lengthy descriptions of history (this is better suited for an insert in Orientation)
- Lengthy descriptions of any kind…. If you feel yourself fighting this idea: Ask yourself if the material that you want to provide will actually help the staff member be a better counselor, program facilitator or other role? If the answer is yes… then why is it buried in the staff manual as a lengthy description, why isn't it a part of your ACTIVE teaching?
    - For example: "Wellness Program" insert in FV manual

Integrating your staff manual

- Make it useful through out the entire summer, possibly even after camp
- Small or easy to carry from place to place
- Make it interactive
    - Search games
    - Color coded to specific activities
    - Numbered to facilitate small group sessions
    - Have a space where each person needs to get everyone else's signature
    - Put trading cards in it
    - Have specific pages missing, so individuals need to pair or group up with others
- Make it personal: goals, color it, etc.
- If possible, put a unique game or activity into each one that that individual staff member will have to teach and facilitate to the rest o the staff.
- Try to have it used in every session of training

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PWCC 2014 Staff Training Schedule

Friday May 23

7:00 Arrival Activity
7:30 Get to Know Activities
- Ribbon Cutting
- Introductions and Expectations
- Receive P&P Manual
- *assign certain sections
- Game Plan
- Week Themes

9:00 Snack
9:20 Campfire
10:00 Vespers
10:20 Review Crew Example
10:40 Think Together Groups
11:30 Lights Out

2nd Year and Above

Staff training is not about learning. It's about instructing
-ask to lead sessions
-ask to share during sessions
-ask to share in conversations
-MENTORING

Saturday May 24

7:00 Wake Up
7:30 Morning Devotions and Journaling
7:45 Wacky Wake Up
8:00 Breakfast
- Jumpstart
- Cleaning Duties
- Get Ready for the Day

9:30 Staff Construction #1
10:20 Chapel
11:10 CYOA – What is my passion? What is expected of me?
12:00 Back Pocket Games
12:30 Lunch
- Sing Song
- Name Tags

1:30 Group Activity with Ica
3:45 Interacting with your cabin
4:30 How to lead songs and games
5:00 My Game Plan
5:30 Dinner
6:30 Life in a Fishbowl
7:00 Sotterball
8:00 Snack
8:20 Campfire Group 1
9:00 Vespers
9:20 Open House
10:00 Review Crew
10:20 Think Together Groups
11:30 Lights Out

Sunday May 25

7:00 Wake Up
7:20 Morning Devotions and Journaling
- Name Tags

7:45 Wacky Wake Up
8:00 Breakfast
- Jumpstart
- Cleaning Duties
- Get Ready for the Day

9:30 Staff Construction #2
10:20 Chapel
11:10 Policies and Procedures
12:00 Lunch
- Sing Song
- Open House Prep

1:00 Open House
3:30 Camp in the City
- Departure

4:00 Clean Up
- Sweet Yeahs

5:00 Departure

**should have special training for farm camp and world camp programmers*

**Mentoring - have all staff read or just Leadership Team? Pair up CIT with a staff who was a CIT?*

**Run an EP at night*

**camper profiles*
**how to write*

**before each session - flipchart energy level*

**cabins setting/wiping tables, dish schedule*

**cleanest cabin*

Sunday June 29

3:00 Arrival (Pearce Hall)
3:30 Speaking of Camp (Parents)
4:20 Decorations
5:20 Introduction of Staff
5:30 Dinner (1/2)
- Cleaning 101 (1/2)

7:00 Evening Program
8:00 Snack
8:20 Campfire
- Vespers
- Cabin Sitting/ Longhouse/ Decorations

11:30 Lights Out

Monday June 30	Tuesday July 1	Wednesday July 2	Thursday July 3	Friday July 4
7:00 Wake Up **7:20** Morning Devotions and Journaling **7:45** Set Up Breakfast **8:00** Breakfast (1/2) Cleaning 101 (1/2) **9:30** Chapel **10:20** How to Lead Arrival **11:10** World Camp and Farm Camp **12:00** BBQ Lunch Clean Up **1:00** Family Camp Departure FC Sweet Yeahs Clean Up Continued Help Kitchen Move Decorations **3:00** CIT Arrival Decorations **3:30** Mohawk Walk **4:00** Policies and Procedures **4:30** Meet CITs **5:30** Dinner **7:00** Creek Stomping – Dare Greatly! **8:00** Snack **8:20** Deregistration and Camper Profiles **9:00** Campfire Group 2 Review Crew Vespers with Ica Think Together **11:30** Lights Out	**7:00** Wake Up **7:20** Morning Devotions and Journaling **7:45** Wacky Wake Up **8:00** Breakfast Jumpstart Cleaning Duties Get Ready for the Day Read P&P Manual **9:30** Staff Construction #3 **10:20** How to Lead Transitions **10:35** Wilderness Badges -tent set up -fire building -archery -low ropes -games in the woods -1:1 with Phil **12:00** Make lunch -Dutch Oven -Tinfoil -Pot over fire -Clean Up **2:15** Chapel **3:05** Snack **3:20** Swim (1/2) Make it Special (1/2) **4:10** Swim (1/2 Make it Special (1/2) **5:00** Cookout **8:00** Gather Bedding, Visit Medic Station **8:15** Things I Should Bring Snack **8:45** Campfire Group 3 **9:20** Review Crew **9:40** Vespers with Ica Return to Campfires **11:30** Lights Out	**7:00** Wake Up **8:00** Breakfast Jumpstart Cleaning Duties Get Ready for the Day Read P&P Manual **9:30** Staff Construction #4 **10:20** Reach for the Rainbow (full staff) **11:25** Reach for the Rainbow (1:1 staff) Decorations (last time) **12:30** Lunch Sing Song Foes and Questors Explanation **1:30** Swim (1/2) Burnout (1/2) **1:55** Swim (1/2) Burnout (1/2) **2:25** Chapel **3:00** Snack **3:15** Foes and Questors **5:00** Session of choice **6:00** Dinner **7:00** E.P. led by CITs **8:00** Snack **8:15** Session of choice **9:20** Campfire Group 4 Review Crew Vespers with Ica Think Together Groups **11:30** Lights Out	**7:00** Wake Up **7:30** Notes from the Medic Station **8:00** Breakfast Jumpstart Cleaning Duties Get Ready for the Day Read P&P Manual **9:30** Staff Construction #5 **10:20** Behaviour Scenarios **12:30** Lunch Sing Song Tape Ball **2:15** Chapel **3:05** Snack **3:20** Swim (1/2) FOTAY(1/2) **3:45** Swim (1/2) FOTAY (1/2) **4:15** Abuse and Disclosure **5:00** Resources Available **5:30** Dinner Pack **7:00** Talent Show **8:00** Snack **8:20** What is my legacy? **9:00** CIT Campfire Review Crew Vespers with Ica Stealth **11:30** Lights Out	**7:00** Wake Up and Pack **8:00** Breakfast Jumpstart Cleaning Duties Get Ready for the Day Read P&P Manual **9:30** Staff Construction #6 **10:20** Chapel **11:10** Health and Safety **12:00** CITs & Their Responsibilities **12:30** Lunch **1:30** What to do during rest hour, in the morning and at night **1:50** Test Your Knowledge **2:20** Clean Up **4:00** Follow Me Ceremony Daring Greatly Sweet Yeahs Thank You **5:00** Departure

2014 4-H Camp Staff Training		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Rise and Shine	
8:00-8:10am	Flag Raising	
8:10-9:00am	Breakfast	
9:00-9:30am	Welcome and Introductions Rules of the Road Warm Fuzzies (SW)	Auditorium
9:30-10:30am	Skill of the Day	Auditorium
10:30-10:45am	Break	
10:45-11:45am	Rotation 1	See List
11:45-Noon	Clean up for Lunch	
12:00-1:00pm	Lunch RD's eat together with Kim	
1:00-2:00pm	Swim Time	Waterfront
2:00-2:15pm	Change	
2:15-3:15pm	Rotation 2	See List
3:20-4:20pm	Rotation 3	See List
4:20-4:30pm	Break	
4:30-5:30pm	Rotation 4	See List
5:30-5:45pm	Break/ Get Ready for Dinner	
5:45-6:45pm	Dinner	
6:45-7:00pm	Flag Lowering	
7:00-8:00pm	Time with Tim	Auditorium
8:00-8:45pm	Camp Meetings	See List
8:45-9:45pm	Camp Policies: Straight Talk On Expectations	Auditorium
9:45-11:00pm	Dancing with Tim	Auditorium
11:00-11:15pm	PD/RD Mtg	Dining Hall
Midnight	Lights Out	

2014 4-H Camp Staff Training		
Monday		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Rise and Shine	
8:00-8:10am	Flag Raising	
8:10-9:00am	Breakfast	
9:00-10:00am	Skill of the Day	Auditorium
9:00-10:30am	Mtg w/ Jerry C: JW, SC, ME, NB	Dining Hall
10:00-10:40am	Warm Up with Tim	Auditorium
10:45-11:45am	Rotation 1	See List
11:45-Noon	Clean up for Lunch	
12:00-1:00pm	Lunch RD's eat together with Kim	
1:00-2:00pm	Swim Time	Waterfront
2:00-2:15pm	Change	
2:15-3:15pm	Rotation 2	See List
3:20-4:20pm	Rotation 3	See List
4:20-4:30pm	Break	
4:30-5:30pm	Rotation 4	See List
5:30-5:45pm	Break/ Get Ready for Dinner	
5:45-6:45pm	Dinner	
6:45-7:00pm	Flag Lowering	
7:00-8:00pm	Time with Tim	Auditorium
8:00-8:45pm	Camp Meetings	See List
8:45-9:45pm	Camp: This Is A Risky Business	Auditorium
9:45-11:00pm	Dancing with Tim	Auditorium
11:00-11:15pm	PD/RD Mtg	Dining Hall
Midnight	Lights Out	

2014 4-H Camp Staff Training		
Tuesday		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Rise and Shine	
8:00-8:10am	Flag Raising	
8:10-9:00am	Breakfast	
9:00-10:00am	Skill of the Day	Auditorium
10:00-10:40am	Warm Up with Tim	Auditorium
10:45-11:45am	Rotation 1	See List
11:45-Noon	Clean up for Lunch	
12:00-1:00pm	Lunch RD's eat together with Kim	
1:00-2:00pm	Swim Time	Waterfront
2:00-2:15pm	Change	
2:15-3:15pm	Rotation 2	See List
3:20-4:20pm	Rotation 3	See List
4:20-4:30pm	Break	
4:30-5:30pm	Rotation 4	See List
5:30-5:45pm	Flag Lowering	
6:00-8:00pm	Dinner with Dr. Nick Place	Pavilion
8:00-9:00pm	Dancing	Auditorium
9:00-10:00	Cabin Management: I Am A Cabin Counselor?	Auditorium
10:00-11:00	Camp Meetings	See list
11:00-11:15pm	PD/RD Mtg	Dining Hall
Midnight	Lights Out	

2014 4-H Camp Staff Training		
Wednesday		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Rise and Shine	
8:00-8:10am	Flag Raising	
8:10-9:00am	Breakfast	
9:00-10:00am	Skill of the Day	Auditorium
10:00-10:40am	Warm Up with Isaac	Auditorium
10:45-11:45am	Rotation 1	See List
11:45-Noon	Clean up for Lunch	
12:00-1:00pm	Lunch RD's eat together with Kim	
1:00-2:00pm	Swim Time	Waterfront
2:00-2:15pm	Change	
2:15-3:15pm	Rotation 2	See LIst
3:20-4:20pm	Rotation 3	See List
4:20-4:30pm	Break	
4:30-5:30pm	Rotation 4	See List
5:30-5:45pm	Break	
5:45-6:45pm	Dinner	
6:45-7:00pm	Flag Lowering	
7:00-8:00pm	Punch the Shark: Difficult Coversations	Auditorium
8:00-8:45pm	Camp Meetings	See list
8:45-9:45pm	Creative Dramatics	Auditorium
9:45-11:00pm	Campfire	Campfire Circle
11:00-11:15pm	PD/RD Mtg	Dining Hall
Midnight	Lights Out	

Florida 4-H Staff Trainging 2014		
Thursday		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Rise and Shine	
8:00-8:10am	Flag Raising	
8:10-9:00am	Breakfast	
9:00-10:15am	Rotation 1	See List
10:15-10:30am	**Break**	
10:30-11:45am	Rotation 2 RD/PD Mtg with FFF people	See List Dining Hall
11:45-12:30pm	Lunch RD's eat together with Kim	
12:30-1:45pm	Rotation 3	See List
1:45-2:00pm	Break	
2:00-3:15pm	Rotation 4	See List
3:15-3:45pm	Break --Clean up/Pack up	
3:45-4:45pm	Swim Time	Waterfront
4:45-5:00pm	Change	
5:00-5:45pm	Skill of the Day	Auditorium
5:45-6:45pm	Dinner	
6:45-7:00pm	Flag Lowering	
7:00-8:00pm	Jungle Guide Adventures	Auditorium
8:00-8:45pm	Camp Meetings	See List
8:45-9:45pm	Creative Dramatics	Auditorium
9:45-11:00pm	Dancing	Auditorium
11:00-11:15pm	PD/RD Mtg	Dining Hall
Midnight	Lights Out	

Florida 4-H Staff Trainging 2014		
Friday		
7:15-7:45am	PD Mtg w/Mr Kim and Neva	Dining Hall
7:30am	Wake up	
8:00	Flag Raising	
8:10:-9:00am	Breakfast	
9:00-10:30am	Assigned Clean up Areas Start set up for Lifeguard Training	See List
10:00am - Noon	Closing Debrief Evaluation	Auditorium

Class Rotations: Sunday and Monday				
Group	**Class 1**	**Class 2**	**Class 3**	**Class 4**
1	Specialized Fun	Outdoor Skills	Basics of Camp Life	How To Teach
2	How To Teach	Specialized Fun	Outdoor Skills	Basics of Camp Life
3	Basics of Camp Life	How To Teach	Specialized Fun	Outdoor Skills
4	Outdoor Skills	Basics of Camp Life	How To Teach	Specialized Fun
Class Rotations: Tuesday and Wednesday				
Group	**Class 1**	**Class 2**	**Class 3**	**Class 4**
1	Specialized Fun*	Campfire 411	Crafts	Songs- How To's
2	Songs- How To's	Specialized Fun*	Campfire 411	Crafts
3	Crafts	Songs- How To's	Specialized Fun*	Campfire 411
4	Campfire 411	Crafts	Songs- How To's	Specialized Fun*
Class Rotation: Thursday				
Group	**Class 1**	**Class 2**	**Class 3**	**Class 4**
1	Water Quality	Robotics	Dynamic Planet	Mad Science
2	Robotics	Water Quality	Mad Science	Dynamic Planet

Class Locations: Sunday and Monday

Specialized Fun	Auditorium
How To Teach	Class Room
Basics of Camp Life	Dining Hall
Outdoor Skills	Pavilion

Class Locations: Tuesday and Wednesday

Song How To's	Auditorium
Crafts	Class Room
Specialized Fun	Dining Hall
Campfire 411	Pavilion

Class Locations: Thursday

Robotics	Auditorium
Water Quality	Pavilion
Dynamic Planet	Auditorium
Mad Science	Pavilion

Flag Assignments

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Raising	CL	CF	O	T	CL	O
Lowereing	T	O	CF	CL	CF	T

Meal Clean Up Assignments

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	CL	CF	O	T	CL	O
Lunch	CF	O	T	CL	CF	All
Dinner	O	T	CL	CF	T	

Camp Clean Up Assignments

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Pavilion	T	CL	O	CF	T	O
Boys BH	CL	CF	T	O	CL	T
Girls BH	CL	CF	T	O	CL	T
Auditorium	CF	O	CL	T	CF	CL
Waterfront	O	T	CF	CL	O	CF

CL- Cherry Lake CF-Cloverleaf O-Ocala T-Timpoochee

Camp Meeting Spaces

Cherry Lake	Dining Hall
Cloverleaf	Auditorium
Ocala	Auditorium
Timpoocee	Classroom

Lifeguarding Assignments

Day	Guard 1st Half	Guard 2nd Half	Stroke Refinement
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Group Assignments

Sunday and Monday

Jaguars

	Staff	Camp	Status
1	Grace	CL	R
2	Tatum	O	R
3	Charles	CF	N
4	Dallin	O	N
5	Irene	T	N
6	Chelsea	CL	N
7	Delaney	T	N
8	Leah	O	N
9	Alicia	CF	R

Caimans

	Staff	Camp	Status
1	Morgan	CF	R
2	Joel	CL	R
3	Bill	CF	R
4	Cassidy	O	N
5	Peter	T	N
6	Cheyenne	T	N
7	Hailey	O	N
8	Chris	O	N
9	Isaac	CL	R

Leaf Cutter Ants

	Staff	Camp	Status
1	Kaitlyn	T	R
2	Matthias	CF	R
3	Susie	CF	R
4	Anna	O	R
5	Mallorie	CL	N
6	Jeffrey	CL	N
7	Jeramy	O	N
8	Beau	T	N

Poison Dart Frogs

	Staff	Camp	Status
1	Alex	O	R
2	Jessica	CL	R
3	Stephanie	CF	R
4	Thomas	CF	N
5	Donielle	T	N
6	Jereme	T	N
7	Garrett	CL	N
8	Kristin	O	N

Program Directors
Out of class teaching

Group Assignments

Tuesday and Wednesday

Jaguars

	Staff	Camp	Status
1	Grace	CL	R
2	Tatum	O	R
3	Charles	CF	N
4	Dallin	O	N
5	Irene	T	N
6	Chelsea	CL	N
7	Delaney	T	N
8	Leah	O	N
9	Alicia	CF	R

Caimans

	Staff	Camp	Status
1	Morgan	CF	R
2	Joel	CL	R
3	Bill	CF	R
4	Cassidy	O	N
5	Peter	T	N
6	Cheyenne	T	N
7	Hailey	O	N
8	Chris	O	N
9	Isaac	CL	R

Leaf Cutter Ants

	Staff	Camp	Status
1	Kaitlyn	T	R
2	Matthias	CF	R
3	Susie	CF	R
4	Anna	O	R
5	Mallorie	CL	N
6	Jeffrey	CL	N
7	Jeramy	O	N
8	Beau	T	N

Poison Dart Frogs

	Staff	Camp	Status
1	Alex	O	R
2	Jessica	CL	R
3	Stephanie	CF	R
4	Thomas	CF	N
5	Donielle	T	N
6	Jereme	T	N
7	Garrett	CL	N
8	Kristin	O	N

Program Directors
Out of class teaching

Group Assignments

Tuesday and Wednesday

	Staff	Camp
1	Alex	O
2	Kaitlyn	T
3	Bill	CF
4	Susie	CF
5	Stephanie	CF
6	Joel	CL
7	Jessica	CL
8	Charles	CF
9	Mallorie	CL
10	Jeffrey	CL
11	Hailey	O
12	Cassidy	O
13	Dallin	O
14	Chris	O
15	Donielle	T
16	Delaney	T
17	Jereme	T

	Staff	Camp
1	Grace	CL
2	Morgan	CF
3	Alicia	CF
4	Matthias	CF
5	Isaac	CL
6	Anna	O
7	Tatum	O
8	Thomas	CF
9	Chelsea	CL
10	Garrett	CL
11	Kristin	O
12	Leah	O
13	Jeramy	O
14	Cheyenne	T
15	Irene	T
16	Beau	T
17	Peter	T

Return Staff

Program Directors

Class Rotations

Class Locations: Sunday and Monday

Specialized Fun	Auditorium
How To Teach	Class Room
Basics of Camp Life	Dining Hall
Outdoor Skills	Pavilion

Class Locations: Tuesday and Wednesday

Song How To's	Auditorium
Crafts	Class Room
Specialized Fun	Dining Hall
Campfire 411	Pavilion

Class Locations: Thursday

Robotics	Auditorium
Water Quality	Pavilion
Dynamic Planet	Auditorium
Mad Science	Pavilion

Class Descriptions

Classes	Instructors	Descriptions
Specialized Fun *	Tim Borton	An intensive class with Tim Borton leading and teaching. * On Wednesday this will become Basics of Camp
How To Teach	Sarah Whitfield	Staff will learn how to put material together to teach their classes
Basics Of Camp **	Neva Baltzell	Staff will cover functional information for the camp.
Outdoors Skills	Jennifer Williams Alicia LaPlante	Staff will learn fire building, fire safety and various skills staff can easily reproduce at camp
Songs- How To's	Sara Whitfield Grace Carter	Staff will learn how to use songs to build the community of camp.
Crafts	Anna Hoffman	Staff will learn how to use basic materials to make great crafts and rainy day projects
Campfire 411	Jessica Richmond Kaitlyn Simmons	Staff will learn the basics of campfire programming. Including: songs, skits, and food

**Basics of Camp

Sunday Phone etiquette, elevator speeches, milk mommas

Monday Working with Counselors Wednesday Managing Behavior

Other Staff Assignments

Isaac Carter working with Tim Borton on the 10-10:40 time and will do this on his own Wednesday.

Day 2: Building Our Team

A Few Book Recommendations

- Raptor and Other Team Building Activities ~ Sam Sikes
- Teamwork & Teamplay ~ Jim Cain and Barry Jolliff
- Quicksilver ~ Karl Rohnke and Steve Butler

Creating Culture

- **Ribbon Cutting** (from Camp Code, Episode 1: 12 Things You Should Say During Your Staff Training, point #11 - This is not last summer)
  - Walk everyone (old staff, new staff, leadership staff, etc.) to the end of the road. String a ribbon across the entrance of your lane-way with staff standing on the road side of the ribbon.
  - Talk with the group about what camp is and why we are here. Talk about the memories from past summers and the memories to come from this summer. Emphasis that last summer is not this summer. This summer will have its own memories, its own challenges, its own joys. Nobody is a new staff member. We are all on the same team. We're the same.
  - Ask a new staff member to cut the ribbon.
  - Walk down the lane-way singing your camp song.

- **I am Camp** (from Jessica Tenhor)
  - Set the mood.
  - Encourage everyone to take a turn sharing but do not force it.
  - Each one of us represents camp. We each bring something different to the table that will help us make this an amazing summer for the campers who come each week. What I want you to do, when you feel comfortable, is share with us some of the things you bring to our team. I want these to be shared using 'I am . . . " statements. When you are done, finish off by saying "I am Camp".
    Ex. I am kind. I am funny. I am quiet. I am a leader. I am also a follower. I am creative. I am Camp.
  - Once everyone has had a chance to share, you can wrap up.
    Ex. Each of us are different and each of us brings something different, something unique to our team. You have had a chance to hear what others have to bring this summer and you have been able to share what you can bring. Remember, apart we are unique. Together we are Camp.

- **The Ripple Effect** (from Camp Code, Episode 1: 12 Things You Should Say During Your Staff Training, point #6 - You will make ripples)
  - 1 person plops themselves in the middle of the floor (like a stone into a lake) and says an incident (ex. I was really bad at archery but then my counsellor took his hour of free time off to help me with archery).
  - The next person runs around the first person to demonstrate that they are the ripple. They will then sit down and talk about what one of the ripples COULD be from that incident.

- Another person runs in if they think of something that could be a ripple from the 2nd person. They run around both people and then sit down to share.

** The ripples can be things that could happen within the next hour or later in life.

- **Candle Lighting** (from Joe Richards)
  - Give each person an unlit candle. Light your candle. Talk about how each individual person has something that they are passionate about, something that they love to do. You can tell when someone is passionate about something because you can see the light in their eyes. Camp is a place you can become passionate about. Camp is a place where passions can start and passions can grow. This summer we will be sharing our passion of camp with the campers, but we will also be sharing our personal passions with the campers and encouraging them to find their own passions.
  - Go around the circle, starting with yourself, sharing what you are passionate about. Once you have shared verbally, share your light. Share your passions with those around you to share the light within you and to ignite the light within them.

Day 3: Conflicts and Evaluations

Tough Conversations

- **Personality Typologies**

Pleasing
Comfort
Control
Superiority

How will each of these help/hinder in conflict?

	Tries to:	Assets:	Reaction of Others: (+ … -)
Comfort	Seek his comfort	Easy going Few demands Peace maker Minds own business Mellow	Feel peace, at ease … Annoyance, irritation
Pleasing	Seeks to please others	Friendly Considerate Non-aggressive Compromises Does what others expect	Feel pleased … Exasperated
Control	Control oneself, others, situation, environment	Leadership potential Organized Productive Persistent Rule follower Assertive	Reliable … Feel challenged, frustration
Superiority	Want to be better than others (outdoing) or improve self (achieving)	Knowledgeable Precise Idealistic Seeks perfection	Respect … Feelings of inferiority, inadequacy

	Price One Pays	Tries to Avoid	Feelings They Experience
Comfort	Reduced productivity, doesn't use talents or live up to full potential	Stress, responsibility, expectations	Tiresome

Pleasing	Reduction in orientation, lack of self-definition, alienation	Rejection, hassles	Anxiety
Control	Social Distance, diminished capacity, lack of spontaneity	The unexpected, criticism, ridicule, humiliation	Anger
Superiority	Feel over-responsible, over-burdened, over-involved	Meaninglessness in life, inadequacy, unimportance	Depression

"When a relationship is suffering, it's important to think, "What is this person's story? Abuse? Betrayal? Fear?" Once you shift your focus away from yourself and toward the others involved, you've made room for compassion." ~ Rene Evenson, author of "Powerful Phrases for Dealing with Difficult People".

- **Helpful Phrases from "Powerful Phrases for Dealing with Difficult People" by Rene Evenson**

Start with "I" phrases

I was surprised when I heard we had let you down

I was so concerned when I heard we had an incident

Phrases of Understanding

Now I see where you are coming from

I understand the situation from your point of view now

I can see why that would worry you

I am glad you gave me the additional information. I realize why this is a problem for you.

Phrase of Apology (if needed/not always)

I am sorry if I misunderstood you

I am sorry that we need to have this conversation

I regret that we have to be discussing this

Phrase of Compromise/Working Through

Let's talk about this, I need to know why it happened and we can keep it from happening again

Can we talk about what happened

I feel we need to talk so this doesn't happen again

Let's talk this over and find a workable solution for us both

I'd like to hear more so I understand better

Let's work to resolve this

Why don't we both state our view points and then see if we can find common ground

We need to resolve this somehow – I suggest that to do that, we both try to be flexible and try to come together on this topic

Phrases of Resolution

(if it worked out well)

I am happy we could resolve this

I am pleased we talked this through

I am glad we got that worked out

I am thrilled we spent the time working this through

(If the solution was not agreeable to all)

Are you satisfied with the solution?

Is there anything else we need to talk about?

Do you feel we have made things better?

How do you feel about the solution?

I am happy with this – how about you?

Phrases of Reconciliation/We are still all good here?

I am glad we talked this out

I respect you and your opinions

I understand you and the challenges better – I hope you feel you understand our situation better too

The Camp Counselor

Director & Unit Leader Management & Hard Conversation Role Plays

1) A staff member is constantly in a bad mood. He is never really excited or enthusiastic about any activities. He is generally on time to things and responsible, just wears his negativity on his sleeve. When you approach him to talk about it, he doesn't have any idea what you are talking about.

2) A counselor constantly talks over and contradicts another counselor in front of the campers. It's not usually in a mean spirited way, but it happens enough that the other counselors in the Unit are starting to get really aggravated. There have been some obvious missteps and things have gone wrong because of it. This counselor seems to be oblivious to her domineering personality and gets really defensive when you try to talk with her.

3) One counselor isn't meshing with the group. He says really awkward things and is abrasive (verging on rude) when he interacts with the other staff members. He is generally good with the campers and is responsible, but other counselors don't like to be around him because most of what comes out of his mouth makes people uncomfortable.

4) One staff member approaches you and says that one of the female unit leaders is making people uncomfortable. At first it is a very general complaint, but after you probe a bit you find out that it is because she is an awkward hugger. She is a very touchy-feely kind of person and has a bubbly personality, but she often forces hugs on others. To top it off, she seems to be more physical with the boys in her Unit, which is sending a weird message. When you approach her about this she is shocked, a bit confrontational, and doesn't really believe that others feel that way.

5) A counselor has been continuously late for meals and activities. When you approach him to talk about it, he gets really defensive and seems to have an excuse for everything. You are suppose to be at the "writing up" phase, but because he is so defensive he is obviously not taking any responsibility for his actions.

6) A staff member has developed a relationship with another staff member. She is letting get in the way of her job. She seeks him out at meals, she disappears from rest hour, she has even been late to several activities. The other staff member has NOT let it affect his job. According to his Unit Leader he is the best counselor in the Unit and he hasn't noticed any of this kind of behavior.

7) A volunteer in the Unit is quite a bit older than the Unit Leader. He has made it clear, in his actions, demeanor, and comments, that he isn't going to do what the Unit Leader tells him to do. He constantly second guess the UL in front of the other staff members and sometimes the campers. He uses his age as his reasoning and insists that he is in the right.

8) There is a volunteer board member in the Unit. She is usually very easy going and easy to work with. There have been some behavior problems with two or three campers in the Unit and she has mishandled them. She hasn't broken any policies, but she was really ineffective (i.e. yelling, using sarcasm, giving inappropriate consequences - taking away a treat, etc.). When you approach her she reacts by reminding you that she is older than you, has her own children, and is on the board of directors.

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9) A program leader approaches you about a particular counselor not really participating at their activity. When you investigate further you find out that everyone in the unit tried to participate but the program leader was overbearing and contradicted them in front of the group. The counselor she was complaining about was the only one to try and talk to her about it at the activity. To top it all off the program leader has not been following her planning sheets and is just doing the same thing every day.

10) You see a staff member with their cell phone out. This is now the third time you are approaching this same person. They are defensive and roll their eyes when you try and talk to them about it.

11) One night during cabin chat you and your group get into an especially deep conversation. Each of the campers is being very respectful of each other and listening. All of a sudden on e camper launches into a description of how they were sexually abused by their step-parent.

12) While hanging out at A&C one activity period one of the campers asks you (in front of other staff members and several other campers), "Have you ever smoked pot before?"

13) You come through the door into the hallway from the stairs and two campers are yelling at each other about to get into a fist fight. Luckily you are there to stop it before it comes to blows, but both are screaming at each other and telling you two completely opposite stories.

14) One of the counselors in your Unit is perpetually late to breakfast. You have talked to him at least three times so far and he is still sleeping in. To top it off today he also slept through first free select (after rest hour).

15) One staff member is constantly negative. When there is a Director around she lightens up, sounds excited, or just stays quiet, but in front of you and the rest of the unit (including the campers) she talks about how much she hates the activities and thinks everything sucks. You have tried to talk to her about this once and she blew you off and denied that she is negative.

16) One staff member in your Unit is socially awkward and immature. He is sarcastic (verging on rude) with the other counselors, but thinks he is being funny. While he hasn't been unsafe, he often gets the kids riled up and you feel like you or the other staff members have another camper to calm down. How do you approach this situation?

17) You have a staff member in your Unit that is very well meaning, but is just not that good with kids. She isn't unsafe or mean, but she doesn't really understand how to talk to kids or how to play with them. Because she is so well meaning, she takes all of your suggestions to heart and tries them, but again just doesn't seem to get it when she does.

18) A male staff member in your Unit is being in appropriate with one of the older female campers. He hasn't done anything illegal, but he flirts with her and is clearly giving her more attention than the other campers. She looks old for her age and seems to revel in the attention.

19) There are two counselors in your Unit that seem to only pay attention to the "cool kids." They always sit next to them at meals and are hanging out with them in the hallway. You have asked them to spread themselves out with the rest of the girls and they acknowledged that they would, but nothing has changed.

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20) One counselor in your Unit doesn't show up to activities some times. You have double checked to make sure that it wasn't their period off and when you ask them about it they claim that it was. Every example that you have of when they missed something they have an excuse ready for you.

21) There is a volunteer in your Unit that constantly over-reacts to things. He does things like trying to stop the kids from yelling their cheers in the hallway, because "that is too loud for being inside." You have explained to him the specific times that you have seen, but you can tell he doesn't get it. The other staff members are complaining to you because he is generally a drag and not letting the kids have fun.

22) You over hear a counselor having an inappropriate conversation with campers. It is not blatantly inappropriate but definitely pushing the limit. She is discussing her religion with kids.

23) There is a counselor in your Unit that is always talking about "how it used to be." He is always referring to the past at camp. While you would normally be ok with this, he is doing in a way that makes everyone feel like camp is not fun. He uses these comparisons to complain about having to do certain things.

24) It's the last week of camp and you get three new volunteers in your Unit. None of them have been to camp before and the rest of your Unit is really starting to work well together. How do you help these new volunteers transition into your Unit?

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CASE STUDIES

Activity Sheet by Scott Arizala

Consultant, Trainer, & Author

Difficult Management Conversations

Case Study #1

David, a 20 year old Senior Staff member is constantly in a bad mood. He is never really excited or enthusiastic about any activities. He is generally on time to things and responsible, just wears his negativity on his sleeve. When you approach him to talk about it, he doesn't have any idea what you are talking about.

- Think about his expectations. What would you want to prepare for this conversation?
- What are some goals you might have for this conversation?

Case Study #2

Marcus approaches you and says that Alisha, one of the female unit leaders, is making people uncomfortable. At first it is a very general complaint, but after you probe a bit you find out that it is because she is an awkward hugger. She is a very touchy-feely kind of person and has a bubbly personality, but she often forces hugs on others. To top it off, she seems to be more physical with the boys in her Unit, which is sending a weird message. When you approach her about this she is shocked, a bit confrontational, and doesn't really believe that others feel that way.

- What are some questions you could ask to get Alisha's perspective?
- If she is defensive and doesn't believe you, what would be some strategies for creating a plan to change her behavior?

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Case Study #3

Courtney has developed a relationship with Will. She is letting get in the way of her job. She seeks him out at meals, she disappears from rest hour, she has even been late to several activities. Will, on the other hand, has NOT let it affect his job. According to his Unit Leader he is the best counselor in the Unit and he hasn't noticed any of this kind of behavior.

- How will you approach Courtney about her job performance without letting the conversation turn to Will's job performance?
- What are some other considerations you should make about this conversation?

Case Study #4

Jason, a staff member in your Unit, is very well meaning, but is just not that good with kids. He isn't unsafe or mean, but he doesn't really understand how to talk to kids or how to play with them. Because he is so well meaning, he takes all of your suggestions to heart and tries them, but again just doesn't seem to get it when he does.

- What are some ways to initiate this conversation?
- What are a few specific behavioral changes you can explain to Jason?

Case Study #5

Jess, a counselor in the oldest girls unit, is constantly talking over and contradicting other counselors in front of the campers. It's not usually in a mean spirited way, but it happens enough that the other counselors on the unit are starting to get really aggravated. She has made some obvious mistakes and others have had to pick up the slack because of them. She gets really defensive and blames others when she is given any critical feedback and seems oblivious to her domineering personality.

- What sort of planning and forethought should you have going into this conversation?
- If she constantly blames others how can you get her to take responsibility?

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Evaluations

PEARCE WILLIAMS CHRISTIAN CENTRE - SESSION EVALUATION

Staff / CIT Name:_____

Date: _____ Camp Session: _____

Things to START doing:

Things to Stop doing:

Things to CONTINUE doing:

Areas of Improvement Throughout Week:

Other Notes:

I have read this evaluation & I will work toward my goals.

Signature of staff / CIT being evaluated: _____

Signature of Supervisor: _____

Printed Name of Supervisor: _____

PEARCE WILLIAMS CHRISTIAN CENTRE – GOALS AND ACTIONS

Staff / CIT Name:_____

Goal:_____

Actions:_____

_____

_____

_____

_____

_____

Goal:_____

Actions:_____

_____

_____

_____

_____

_____

Goal:_____

Actions:_____

_____

_____

_____

_____

_____

Goal:_____

Actions:_____

_____

_____

_____

_____

_____

I commit to working on these goals.

If things do not work the first time (or the second), I will not give up.

I will share my struggles and my successes with someone I trust.

Signed: _____

PEARCE WILLIAMS CHRISTIAN CENTRE
FINAL EVALUATION SUMMER 2014

Name: _____ **Date:** _____

Director: _____

GENERAL

Additional Notes:

	1	2	3	4
Flexibility Can easily adapt to a changing schedule				
Responsible Takes responsibility for actions in all situations				
Dependable Can be counted on in all situations				
Organizational Skills				
Participates				
Leadership Ability Has the ability to lead in a fun and effective way				
Judgement (Problem Solving Ability) Assesses all situations with appropriate actions				
Punctuality				
Creativity Is the effort put in? Are they original thoughts?				
Compassion Shows a generous amount of compassion towards campers and staff				
Patience				
Outlook Displays a positive outlook				
Self-Care and Rest Takes enough time to refresh but not too much to cut into camper time				
Attention to Detail Notices big and small details				
Initiative Does what needs to be done without instruction				
Enthusiasm				

Policies and Procedures (P & P) Follows all P & P and sets an example for other staff				

Additional Notes:

CAMPER RELATIONS

	1	2	3	4
Awareness of Needs – recreational, social, developmental, physical				
Communication Engages in conversation with the campers				
Integration				

PROGRAM

	Never	Sometimes	Most of the Time	All of the Time
Has the ability to pre-plan/Does not leave planning to the last minute				
Ensures that set up is done in a timely manner				
Ensures that program area and equipment is cleaned up in a timely manner				
Activity is planned with the ability to adapt for all abilities				
Activity displays creativity and uniqueness				
Did campers leave with a new skill?				
Has the ability to adapt teaching style to fit the camper or situation?				
Can teach in a clear, understandable manner?				
Is free time planned and well implemented?				
Researches and develops new ideas?				

COMMUNICATION

	1	2	3	4
Written Legible, well put together				
Oral Always voices concerns Can be hear in front of a crowd				

PUBLIC RELATIONS

Additional Notes:

	Never	Sometimes	Most of the Time	All of the Time
Parents				
Do parents leave feeling that their child is safe and in good hands?				
Do parents appear at ease when they leave?				
Are parents satisfied with their camper's stay at PWCC at pick-up?				
2 hours after?				
2 weeks after?				
Community				
Portrays a positive view of PWCC in one-on-one interactions				
Represents PWCC in a positive manner on all social media				
Team Members				
Gets along with other staff members				
Is the cause of disputes or drama				
Solves/works to dissolve disputes or drama				
Supervisors				
Follows instruction from supervisor				
Asks questions of supervisor when unsure or would like more information				
Respectful of supervisor				

OUTSIDE THE BOX

	Never	Sometimes	Most of the Time	All of the Time
Willing to take risks even if it means failing				
Makes an effort to make each camper's stay at PWCC memorable and special				
Goes beyond the schedule				

COMMENTS:

_____

_____

_____

_____

PLEASE NOTE:
Signature of staff indicates that this evaluation has been read and discussed with his/her supervisor. Any comments and/or disagreements should be noted in the space provided here. It should also be noted and understood that Pearce Williams Christian Centre has no obligation to rehire staff on the basis of previous employment.

STAFF COMMENTS:

_____

_____

_____

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Staff Signature: _____ Date: _____

Director's Signature: _____ Date: _____

Florida 4-H Camping

Congratulations! You've come to the end of Florida 4-H Camp Staff Trainings. Please complete the following evaluation, keeping in mind that your responses will help shape future trainings.

Circle your camp: Cherry Lake Cloverleaf Ocala Timpoochee

Years as camp staff: 1st year 2nd year 3rd year 4+years

1. For the following statements, please **rate your level of understanding** about the given topic. The number "1" indicates a low level of understanding while the number "5" indicates a high level of understanding.

Statements	1	2	3	4	5
Florida 4-H camping mission and vision					
Positive Youth Development					
Florida 4-H Camping *chain of command*					
Ages and Stages of Youth Development					
The knowledge necessary to teach STEM related classes					
How to prepare lesson plans for activities you will teach at camp					
How to manage risk at camp					

2. For the following statements, please **rate the quality of communication** you received about the given topic. The number "1" indicates poor communication while the number "5" indicates excellent communication.

	1	2	3	4	5
Dates of the weekend staff trainings at Cherry Lake.					
Goals and expectations of weekend trainings.					
Dates of weeklong staff training					
Goals and expectations of weeklong staff training					
Personal items necessary for weeklong staff training					

3. For the following statements, please **rate your level of comfort** on the given topic. The number "1" indicates a low level of comfort while the number "5" indicates a high level of comfort.

Statements	1	2	3	4	5
Your ability to instruct camper activities.					
Your ability to focus on life skills in every class you teach.					
Your ability to work as the member of a team (i.e. your camp staff).					
Your ability to be a good role model to campers.					
Your ability to lead campfire.					
Your ability to lead camp songs.					

4. For the following statements, please **rate your level of agreement** with the given statement. The number "1" indicates strong **dis**agreement while the number "5" indicates strong agreement.

Statements	1	2	3	4	5
The *quality* of food provided was sufficient.					
The *quantity* of food provided was sufficient.					
The amount of interaction with staff members from your camp was appropriate.					
The amount of interaction with staff members from other camps was appropriate.					

5. For the following statements, please **rate your level of agreement** with the given statement. The number "1" indicates strong **dis**agreement while the number "5" indicates strong agreement.

Statements	**1**	**2**	**3**	**4**	**5**
Educational sessions met your expectations					
Instructor knowledge of subjects taught.					
Instructors ability to teach					
Training met your expectations					

Please answer the following questions:

5. What information did you find most helpful in your present position? (First year, second year, etc)?

6. What would you suggest we tell future camp staff to help them get the most out of the weeklong staff training?

7. Were there topics not covered during this training that you think would be useful and or interesting for future week-long staff trainings?

8. You will be returning to your camp for site specific trainings. These trainings will cover topics that were not addressed during this week. To ensure the best possible training do you have any topics that you would like to have covered before you start your summer?

Please give us any additional suggestions or recommendations:

Day Camp
Five-Minute Feedback

Staff Name:	Date:
Site:	Comments:
Attitude: Shows enthusiasm for campers	
Participates in programs and activities	
Conveys enjoyment of camp to others	
Follows policies, procedures, and rules: (on time, follows schedule, helps others)	
Communicates with co-workers	
Ideas for improvement:	
Words of encouragement:	

Overall Performance: (circle)		
GREAT Job! Keep It Up!	You're doing well keep improving	Is this where you want to be?

Day Camp
Five-Minute Feedback

Staff Name:	Date:
Site:	Comments:
Attitude: Shows enthusiasm for campers	
Participates in programs and activities	
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Follows policies, procedures, and rules: (on time, follows schedule, helps others)	
Communicates with co-workers	
Ideas for improvement:	
Words of encouragement:	

Overall Performance: (circle)		
GREAT Job! Keep It Up!	You're doing well keep improving	Is this where you want to be?

Outside Resources

American Camp Association. http://www.acacamps.org/

Arizala, Scott. www.TheCampCounsellor.com

Camp Code. http://camphacker.tv/camp-code/

Chesin, Rebecca. (2015). *Personality Priorities*. http://www.timeforclarity.com/posts/personality-priorities

Ditter, Bob. (2013). *To Tell the Truth: Skillful Interviewing for Finding Great Staff*. Published by Healthy Learning, Monterey, CA.

Evenson, Rene. (2013). *Powerful Phrases for Dealing with Difficult People.* Published by AMACOM

Peach, William. (2013). *Adlerian Personality Priorities.* https://prezi.com/zlr1evn0wad_/adlerian-personality-priorities/