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Millennial pre-camp staff training: Incorporating generational knowledge, learning strategies and compliance gaining techniques

Dana Robin Magilen

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MILLENNIAL PRE-CAMP STAFF TRAINING: INCORPORATING GENERATIONAL KNOWLEDGE, LEARNING STRATEGIES AND COMPLIANCE GAINING TECHNIQUES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Communication Studies

by
Dana Robin Magilen
June 2007
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Approved by:

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ABSTRACT

A new generation, Millennial Generation, is currently staffing summer camp programs. Camp Directors need to be aware of the differences in learning styles this generation prefers. The Millennial generation is the first to grow up with the instant accessibility of the Internet. This project was created based on suggestions from Camp Directors and ideas that have developed from the study of this generation. A pre-camp video game training script has been created and tailored to the Millennial camp staff. Staff training is a time for staff to learn what is needed to effectively take care of and teach children in safe, caring environments. In order to encourage Millennials to learn and use the information needed to take proper care of campers, interactive media activities are incorporated into the animated game script. Five vignettes, were created to provide pre-camp training information such as the philosophy of camp and camp life. Games are inserted to involve the staff in the learning process. The intent of this script is to take it to professional scriptwriters and animation artists who can perfect it and make it accessible to the Millennial staff.
ACKNOWLEDGEMENTS

So many generous people shared their valuable time and expertise with me, but I would like to single out a few individuals for particular thanks. Two years ago, I was passionately enthusiastic about my academic pursuits but lacked clarity or focus. Dr. Jo Anna Grant helped me step up to the challenges I have faced and given me the courage to continue in the face of adversity. She provided the grounding focus and inspirational force that has propelled me toward the realization of my dreams and the completion of this project.

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Thank you for helping me with everything.
DEDICATION

Mom and Dad,

Without you, I’d still be floundering in the ocean of life.
Thank you for always making sure I have a life preserver.
Thank you for giving me content, lots and lots of content.
Thank you for teaching me the importance of motivation and
not losing the motivation to reinforce it again and again.
Thank you for encouraging me when others thought I’d fail.
Thank you for giving me all I have today and for bestowing
the education to obtain all that I will in the future.
Thank you for finding and sending me to the best camps.
Thank you for encouraging my most valuable assets: a
profusion of creativity and artistic imagination.
Thank you for reopening the Bank of Mom and Dad.
Thank you for loving me more than life itself.
Thank you for believing in me.

I love you very much.

All of this and everything else is for you...
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CHAPTER ONE
TRAINING THE CAMPING GENERATIONS

Generations and Camp

A new generation of staff is attending and staffing our camp programs today. They are commonly referred to as Generation Y, Gen Y, Millennials, Echo Boomers, or the Net Generation (Alch, 2000a; Alch, 2000b; Lancaster & Stillman, 2002a; Lancaster & Stillman, 2002b; Mortan, 2003b). Camps are typically designed for young adolescents; much of today's youth are Millennials. There are seventy-six million Millennials in America (Denham & Gadbow, 2002) but that is a simple, rough estimate since there is discrepancy as to exactly where one generation begins and the prior generation ends. The widest age range for this cohort includes those born between 1977 and 1995 (Wallace, 2001). While most researchers agree that the end of this generation is 1995, the beginning dates range from 1977 to 1982 (Alch, 2000a; Alch, 2000b; Arhin & Johnson-Mallard, 2003; Lancaster, 2003; Lancaster & Stillman, 2002a; Lancaster & Stillman, 2002b; Oblinger, 2003; Wallace, 2001).
Millennials are described as sharp, realistic, positive about diversity and comfortable with it (Denham & Gadbow, 2002). It has been said that they are "techno-savvy individuals, having traveled the world on the Internet" (Denham & Gadbow, 2002, p. 5). The 1999 shooting at Columbine High School though has promoted a darker image of the American Millennial generation. Most people from this cohort do not remember a time when there were no cell phones, computers, or Internet. Camping professionals need to be aware of these individuals as they are changing the way they think about and work with campers today.

A Look at America’s Generations

In a review of literature on the subject of all generational cohorts, one common theme appeared repeatedly -- no set date exists for generations to begin or end. This review also found that there is no one defined label for any generation. What defines a generational cohort are those who are born during the same broad-spectrum time-period "who share key life experiences, which include demographic trends, historical events, public heroes, entertainment pastimes, and early work experiences" (Weston, 2001, p. 11). These commonalities define the
understood assumptions of each generation of Americans since the Puritans; the first American generation (Coomes & DeBard, 2004). At present in America four different generations exists: Silent, Baby Boomer, Generation X, and the Millennial.

Silent Generation

Those who were born prior to 1945 are the Silent Generation, also referred to as the Traditionalists or the Forgotten generation (Harris, 2005; Lancaster, 2003; Weston, 2001). It is called the Forgotten/Silent generation because of its small size in between two larger generations. Defined by the Great Depression and/or World War II, they were raised by authoritative, overprotective parents who expected proper behavior from their children (Weston, 2001). They are a proud age group whose rebelliousness comes from watching James Dean, Marlon Brando and Lenny Bruce (Harris, 2005).

"Traditionalists are hard working, fiscally conservative, and patriotic, with a great faith in American institutions" (Lancaster, 2003, p. 36). From years of living through war and depression, this generation adopted an executive style that mimed the military environment in which they were living. This took on the form of a trickle
down, command and control approach to organizational management (Lancaster, 2003). The boss was to be respected and feared. Most Silents planned on working for big corporations that communicated job security and stability. Because of the many men fighting overseas and the need to support the war effort, myriads of women in this generation entered the workplace. "The workplace in which the Silents' began their careers no longer exist[s]" (Weston, 2001, p. 12). The male dominated workforce slowly replaced with a more diverse work force that included more women and minorities.

Baby Boomers

The Baby Boom generation is the easiest to define in terms of the beginning of their generation. Born to the Silent generation, this cohort generally started in 1946 after World War II and continued until around 1960. "They were typically raised in a nuclear family in a 'father knows best' world" (Weston, 2001, p. 12). No one spoke of families that were different from that traditional ideal. Parents of this generation taught their children to believe in their potential. Their parents told them they could be anything they wanted from the President of the United States to an astronaut; because of this, they became
idealistic and optimistic (Lancaster & Stillman, 2002b). This generation cares about titles and will push hard for them either in work or in school by getting Master’s and Doctorate Degrees. They were taught to question authority and the integrity of leaders and they still believe that no one in charge should be trusted (Weston, 2001).

Generation X

The next cohort, Generation X, was born approximately from 1960-1976. Dehnam and Gadbow (2002) reported that “according to Cannon (1990) the label ‘Generation X’ is borrowed from an album by the rock star Billy Idol. Holtz (1995) discovered a more commonly accepted origin from the Canadian novelist Douglas Coupland’s 1991 novel Generation X” (p. 3). This generation is also referred to as the 13th generation because they are the 13th generation since the Puritans (Coomes & DeBard, 2004). Another name for this generation is the “Baby Bust” (Morgan, 1998, p. 11) since this generation ended the birthing boom of previous years.

Their childhood was radically different from the other two generations discussed. Parents, both mothers and fathers, of this generation often ended up working in order to support their families. However, “40 percent of Generation Xers were in single-parent households as youths”
(Weston, 2001, p. 13), and thus the rise in divorce rates left many kids being raised by only one parent who spent much of his or her day at work trying to support the family.

They were the first real latchkey kid generation. A latchkey child is a "school-age child who regularly spends part of the day unsupervised at home while the parents are at work" (American Heritage Dictionary, 2003, ¶ 1). Often these children entertained themselves with television, video games, and friends. They cooked their meals in newly invented microwaves and learned to be equals in conversations. "Generation Xers grew up as unprotected children in overly permissive homes in which parents were frequently absent" (Weston, 2001, p. 13). As a result children learned to entertain themselves, prepare their own meals, be self reliant, and supervise themselves.

Xers were born in the information age and are comfortable with technology. They watched Japan rise in the world market as technology leaders while the United States was questioned about its own proficiency after the Space Shuttle Challenger exploded shortly after take off live on television screens in classrooms across America. One of the most common words associated with this cohort is "slacker"
"Generation Xers have been marked most deeply by disappointments, disasters, and diminished expectations of the post-Vietnam era" (Weston, 2001, p. 13). They are highly self-sufficient and entrepreneurial. Having seen their loyal grandparents and over-worked parents get laid off, they want to be in business for themselves.

**Millennials**

"Millennials represent seventy-six million Americans" (Denham & Gadbow, 2002, p. 5). The widest age range for this generation was from Wallace (2001) who dates them from around approximately 1977 to 1995. In an interview, John McCallum, author of The Complete Keys to Progress and professor of 32 years, comments:

They are stronger at communications. They have more respect for diversity and for how diversity of groups can add to the output. They are less judgmental, they are more focused and, in general, they have much better analytical skills. (McCallum as cited in Pooley, 2005, p. 68)

The world has always been at the fingertips of this generation because Internet accessibility. Some Millennials have never had to enter a library because they find books
on-line and have them express mailed to their homes. Snail mail, or postal mail, is outdated for this generation, save for the extremely special occasions of party invitations and announcements, much to the annoyance of the older generations who do not appreciate an emailed thank you card (Lancaster & Stillman, 2002a).

Millennials who have entered the higher education systems or who are now entering them are generally unperturbed by the use of technology. Having grown up with flashy media images and shorter TV commercials, Millennials have shorter attention spans and a low threshold for boredom. They "resist memorization and busy work and prefer action to observation" (Arhin & Johnson-Mallard, 2003, p. 121). Think of the Millennial who sits at his/her desk at home with their MP3 player blasting, surfing the Internet for their homework assignment, while chatting on-line with other classmates.

As a generation, "Millennials are appreciative of collectivity, bred for success and feel comfortable with tradition" (Dehnam & Gadbow, 2002, p. 7). One of the most common themes reported about this generation is; "They are young, smart, brash. They may wear flip-flops to the office or listen to iPods at their desks. They want to work, but
they don’t want work to be their life” (Armour, 2005, p. 1). They have fiscal aptitude and care about retirement plans, especially after having watched the dot-com busts, Enron, and massive layoffs due to outsourcing jobs. They do not expect to stay in one job for a long period, they know they are expendable and want to learn all there is from their elders who have already worked their way up from the mailrooms. “They’re like Generation X on steroids” says Bruce Tulgan (2005, p. 2), co-founder of Rainmaker Thinking the experts on young talent, in Armour’s interview. They have high expectations from schools and employers and expect feedback and results (Wilson, 2004). DeBard (2004) notes this generation’s drive for achievement as one of their primary characteristics. “Millennials expect to be held accountable, if the accountability can be achieved through good behavior” (DeBard, 2004, p. 37). When asked about going to college, 96% of Millennial parents said they thought their children would attend (DeBard, 2004).

Many Millennials have been told they were special their whole lives. They were given trophies for participation instead of achievement (DeBard, 2004). Little League teams and others like them are expected to accept all players and not discriminate because of ability.
Only 15% of this generation’s family can fit the “Meet the Cleavers” image (Alch, 2000a) an even smaller percent than Generation X. Millennials have been encouraged to follow the rules and have always had the rules clearly defined for them. Millennial parents have micro managed this generation to such an extreme that these youngsters have learned to accept the social rules imposed upon them. “This has resulted in Millennials respecting cultural differences far more than Boomer authority figures do, who in turn have encouraged them to do so” (DeBard, 2004, p. 36). They are apt to trust parents, teachers, and police as well as Presidents (Leo, 2003).

Millennials flourish and find power in today’srambling media backgrounds that may confound prior generations. They take pride in their mastery of new technology. “New media are important to them not just for what they can do with the devices, but because new media are seen as theirs” (Geraci & Nagy, 2004, p. 20, emphasis in original). This generation found a new freedom in surfing the Internet. Image is not everything for this generation; they look for brands that share their values (Geraci & Nagy, 2004). They are not pushovers for slick ads but they are a powerful demographic in the rising market
with $150 billion in direct purchasing power and about $500 billion in indirect purchasing power (Alch, 2000a).

The major defining historical events of this generation are September 11, the 2004 Tsunami, the Hurricane Katrina disaster, the North Korean nuclear bomb test, Iranian nuclear program, the wars in Iraq and Afghanistan, and other conflicts in the Middle East. "When asked about problems facing their generation, many Millennials respond that the biggest one is the poor example that adults set for kids" (Oblinger, 2003, p. 49). They know that they cannot depend on the government and have seen what happens to those who do in the aftermath of Hurricanes Katrina, Rita, and Wilma in 2005. They have seen their celebrity idols strip on stage at the Super Bowl (Janet Jackson), disregard judges during the 2005 Michael Jackson trial, elope and divorce within a week (Britney Spears), spout hateful remarks about other cultures (Mel Gibson and Michael Richards), and get thrown in jail for insider trading (Martha Stewart); indeed very little can surprise this generation.

Jason Frand, an applied researcher studying the information-age mindset, the mind set of Millennials, outlines ten attributes to this generation (Oblinger,
First, Millennials feel that "computers are not technology" (Oblinger, 2003, p. 51) they are a way of life. Millennials have never known a time without computers. Second, "the Internet is better than T.V." (Oblinger, 2003, p. 51) because it allows the user to be in control of it. The Internet promotes socializing. Third, "reality is no longer real" (Oblinger, 2003, p. 51). With upgrades to graphic technology, Millennials understand that anything can be created to look real. They know to be suspicious of all information they receive digitally. Fourth, Millennials feel that "doing is more important than knowing" (Oblinger, 2003, p. 51). Technology is so short lived that this generation knows the importance of getting results rather than learning facts. By the time they have memorized the facts of the new computers flooding the markets, it will be time to learn about the next wave of technology. It is more important to be able to use it than regurgitate information about it. Fifth, "learning more closely resembles Nintendo™ than logic" (Oblinger, 2003, p. 51). Video games allow Millennials to solve problems through trial and error rather than the previous generations' systematic rule-based approach. Sixth, "multitasking is a way of life" (Oblinger, 2003, p. 51). Think back to the Millennial mentioned above
listening to music, surfing the Internet and chatting online. In order to be able to handle the amount of information that is being thrown at them every second of the day, Millennials had to learn to multitask at an early age. Seventh, "typing is preferred to handwriting" (Oblinger, 2003, p. 51). Time spent on penmanship is a waste to the Millennial who feels that using a keyboard is more important and beneficial. Eighth, "staying connected is essential" (Oblinger, 2003, p. 51). With the advent of cell phones, PDAs, Black and Blueberry technologies as well as wireless everything, Millennials can stay in contact with anyone at the touch of a button. Ninth, "there is a zero tolerance for delays" (Oblinger, 2003, p. 51). Since the Internet never shuts down, Millennials have come to expect everything to be available to them at all times. New technology has cut down on delay times for information receiving, creating a need for around the clock and immediate responses. Finally, "consumer and creator are blurring" (Oblinger, 2003, p. 51). With file-sharing readily available to all, most Millennials falsely assume that if something is digital it is everyone’s property.

These concepts are important to understand when working with the Millennial generation. Understanding not
only the mindsets but also the differences in the way Millennials were raised helps explain the major differences between previous generations and today’s generation. These differences in mindsets and demographics make communication difficult between generations who have different ways of looking at the world as well as different traditions in communication. “Alliance and friendship between generations are essential: without that, society’s forward progress is unthinkable” (Lisovskii, 2004, p. 54). Conflicts can be resolved through dialogue, but first Camp Directors should understand generational differences.

The Interconnectivity of Generations

The one main question “when did you first learn to use a computer” says the most about the differences in the generations that are coming together in schools and the workplace today (Harris, 2005, p. 44). This difference is also reflected in problems Camp Directors, educators and employers are having: three (sometimes even four) generations in the same place. Most of the problems reported deal with communication and lack of respect. Older generations reported a dislike for the “flip-flop” style of dress (Lancaster, 2003). As a younger, cheaper workforce
enters the workplace, older generations get nervous with
the realization that in order for this younger person to
acquire a position someone older must lose theirs
(Gullette, 2000). This nervousness has lead to older
generations harshly criticizing the young. As Gullette
writes, "during the Bush [senior] recession the media
cannily invented the term slackers [in reference to
Generation X], which meant lazy, cynical young adults,
apolitical whiners who were dependent on their parents and
lack the drive of 'our' generation" (2000, p. 106). This
term, in turn, led to older Xers defending themselves.
Millennials, on the other hand, resent the Boomer
generation for polluting a planet they were supposed to be
saving with awareness programs such as Earth Day, which
started in 1970. The bitterness then becomes a circular
path with no end and no beginning. "The resentment becomes
worse at work, where generations are competing for the same
turf" (Lancaster & Stillman, 2003, p. 35). Common ground
needs to be found for these generations to work together.

Camp Directors need to understand the different
learning, communication and working styles of each
generation. The following literature explores generational
difference in politics, news media, business and learning
styles. Scholars have illuminated subtle nuances in generational preferences and suggested ways of bringing them together in order to avoid conflict (Alch, 2000a; Alch, 2000b; Lancaster & Stillman, 2002a; Mitchell, 1999; Morton, 2003a; Shearer, 2002; Strange, 2004). These suggestions are valuable in the camp context because they are applicable to staff training strategies.

Politics and the News

Pre-9/11, older generations complained that younger generations were uninterested in politics. Morton (2003a) spoke to a Gen Xer who said that they do care about politics. They have just seen enough to know that the petty things older generations call politics are not really politics (Morton, 2003a). Millennials care about traditional values like family and patriotism, but they are on to the liberal elite's games and do not take the liberals seriously (Morton, 2003b). The Concord Monitor reported that after 9/11 young people who had not voted in the previous Presidential elections felt guilty (Shearer, 2002). News media are leaving out the nation's youngest generation in coverage about political campaigns.

Post-secondary education, violence in schools, the quality of high-school education, the environment,
poverty and gun control are only a few of the issues that young people will read about – that is, if the stories are written to include what those topics mean to them specifically. (Shearer, 2002, p. 7)

Shearer (2002) suggested that in order to raise the readership of young adults, editors should use shorter stories that are to the point with boxes and graphs, as well as a series of bullet points. If Shearer’s ideas are used by the media and political campaigns, they could capture the younger generation’s attention and garner interest in the subjects they wish to present. Camp Directors can use these suggestions in their staff training materials. With the use of bullet points and shorter materials, the Millennial staff member can easily digest the information without getting bored or lost. These condensed stories that highlight the main ideas and simply give pertinent facts will cure Millennials’ high demands for the fast and efficient information. Shearer (2002) also found that young people are turned off by public policy because they do not understand the language or the rules of the game. She points out that this generation is not the only one that is confused. By using some of Shearer’s (2002) ideas to gain interest, the older generations can
help clear up the confusion surrounding the political system. By making the information clear and easy to consume, older generations can help prepare Millennials to eventually lead the way. Working together, all generations can find common ground in the basic interests for the Earth.

Business

As the older Millennials are graduating high school or college and entering the workplace, new conflicts are entering with them. In 1999, Mitchell noted that both the Baby Boomer generation and Generation X are more educated than their parents and because of this they make decisions differently than their parents and grandparents. The same is true for the Millennial generation. Yet, this reality is difficult to grasp for the older generations who believe that this is the way it has always been done so this is they way it should be done; whatever "it" may be. Their inability to grasp this concept creates just one aspect of conflict in the workplace.

Millennials "understand that their training, skills, and abilities are the currency for getting a job and establishing a career path" (Alch, 2000a, p. 33). They are used to a fast-paced society where everything is constantly
changing which demands that they are able to think on their feet and make changes midstream (Alch, 2000a). Schools have taught young adults to work together as a team, these are skills that are excellent for today’s work place. Millennials see themselves as contract workers, who do not necessarily care about hierarchy and career ladders. They are strong advocates of lifelong learning (Alch, 2000b). Additionally, Alch (2000b) writes about their strong need to have a direct say in their work, whether it is about their hours or the ability to freely give creative suggestions. Older employers should take advantage of this drive. Alch (2000a) maintains that employers should not feel betrayed when Millennials move on to another job that offers them more.

Another problem plaguing the multigenerational work place is proper etiquette. Lancaster and Stillman (2002a) state that there is more than one version of the rules of etiquette. The younger generations are not as influenced by a title and do not give respect to their elders because of those titles. Respect is “earned and shown through mutual respect and other forms of address” (Lancaster & Stillman, 2002a, p. 11). These forms of address, telephone communications, and clothing are the three biggest faux pas
Lancaster and Stillman (2002a) found in the workplace. They tell a story of a Traditionalist manager hosting a party for a retiring boss. The dress code was casual and the younger employees took that literally by wearing jeans. The older manager felt that dressing up in slacks or dresses was a sign of respect and the younger coworkers should have known to dress accordingly. Hence, the elders felt the younger employees were being disrespectful. On the other hand, it is not only the younger employees who need to brush up on their generational etiquette skills (Lancaster & Stillman, 2002a). The second story that Lancaster and Stillman (2002a) offer is of a young, enthusiastic employee ignored at a board meeting by her supervisor who only responded to the older employees, failing to make eye contact with the younger one. Respect is reciprocal. Generations would be smart to learn the old and the new etiquette rules as well as not be as offended when the rules are broken.

Yet another important aspect to help avoid conflict between age groups in the work place is to understand the feedback preferences of the different generations. Lancaster and Stillman (2002b) state that Traditionalists believe that no news is good news and requires very little
feedback. Baby Boomers were the first to say that people should open up and request more feedback from their employers (Lancaster & Stillman, 2002a). Generation Xers want continuous feedback and Millennials want it instantly.

Pooley (2005) writes that what really separates Millennials from the rest of the generations is the way they socialize, communicate and manage. Millennials are cocky, rebellious, and disloyal, but are no different from any other generation at the age of 20, she states. "Rather than sweating the small stuff, the [Millennial] generation is much more interested in the 'big picture' - and exposing themselves to as many different aspects of business as possible" (Pooley, 2005, p. 67). Earlier generations become frustrated because they learned to pay attention to the detail and the Millennials' tendency to, metaphorically, see the forest in the face of the trees creates a struggle at work. Claire Rains, co-author of Generations at Work, remarked that:

Instead of realizing it’s generational; at work we tend to make it personal. So we say things like, 'she just isn’t willing to pay her dues. She doesn’t have a good work ethic or she’s just way too much of a Pollyanna.' If we can begin to realize that some of
this is generational, then it’s a lot easier to talk about. (Raines as cited in Pooley, 2005. p. 68)

Conflicts continue to arise even when issues are discussed because of differences in language. To help address this, Pooley (2005) provides an analysis of what Millennials mean when they talk in what older generations consider slang. For example, when Millennials say “Tell your peeps to meet me in the boardroom ASAP” they mean, “Assemble your team and meet me in the boardroom right away” (p. 68). “What’s the 411 on this firm, anyways” means, “tell me everything you know about this company” (Pooley, 2005, p. 68). “Props, dude,” means, “Excellent job, boss” (Pooley, 2005, p. 68). “More coin on my paycheque? Yeah, I’m down with that,” translates to “I’m getting a raise? Sounds good to me” (Pooley, 2005, p. 68). Every generation creates slang. For example, each generation has particular catch phrases to say something was good. In the 60’s, things were “groovy”, in the 80’s, they were “bad”, and in the new millennium things are “tight”. By learning to understand rather than dismissing today’s youth’s slang, older generations will be able to socialize with the Millennial generation who might give a little more respect to those who took the time to understand them. A Millennial speaking to a subordinate who
ends the conversation with a "Ya heard?" does not mean that she/he is wondering if the subordinate literally heard her/him, the question is asking if there is an agreement on the topic. Millennial’s cocky and rebellious attitudes may seem tamer and misunderstandings cleared up if generational differences in vernacular are understood if not appreciated.

Related to these generational differences, Strange’s (2004) discussion on learning styles and preferences implies that one’s maturity and experience dictates their approach to learning and problem solving. Understanding this theory of learning clarifies the idea that everyone learns differently. With that said, one also should note that each generation gains knowledge differently. It would be imprudent not to mention that while we are all individuals within each generation, each cohort is shaped by the same life events and experiences of their generation.

Generational Learning Styles

Squire and Steinkuehler (2005) make an important distinction by stating, "what you know about [Mario and Halo’s Master Chief] says a lot about your age, taste in media, and connection to pop culture" (p. 38). They go on
to note that by the early 1990's Nintendo™'s Mario was more popular and renowned than Mickey Mouse (Squire & Steinkuehler, 2005). With video gaming so popular that it now has ratings, it is no wonder that today's youth have short attention spans, stimulation overload, chronic boredom, and even attention deficit disorder (Morton, 2003b). Angela Weiler (2004) researched the motivation factors of today's student and compared it with their motivation for learning. Her concern was with their apparent dependency on television and the Internet for information gathering. According to her study, "The research indicates that only a very small percentage of the general population prefer to learn by reading" (Weiler, 2004, p. 46). She mentions that for the Millennial student, small changes in lecture format could be very helpful. Ideas such as hands on, experiential activities that immediately demonstrate their point will break up the lecture format enough to minimize Millennial boredom. You have to consider the styles and language of the student when planning their learning and training tasks. For the Millennials "you have to consider the cognitive styles of a generation raised on Sesame Street, MTV, Nintendo™, and, yes, the Internet" (Abernathy, 1999, p. 20).
Millennials have a distinct advantage in schools and workplaces. Employers no longer have to teach the newcomers how to double click. The Millennial generation already knows how to do this. Marc Prensky, CEO of games2train.com, informed Donna Abernathy (1999) in an interview that the key to training [Millennials and Gen Xers] is to create hip, high-speed experiences with innovative technology. Today’s students crave it.

Arhim and Johnson-Mallard (2003) tried a new approach to classroom teaching by getting the students to present materials and lecture information to their classmates. The only rules were (1) get creative, (2) actively engage students in the teaching and learning, and (3) employ strategies to capture and maintain the interest of the group. They found that out of 25 students, only 5 chose traditional lecture or traditional PowerPoint© formats. Other students came up with creative hip-hop musical presentations, videotaped plays, and theatrical presentations that included props and costumes. Arhim and Johnson-Mallard’s (2003) conclusion was that experiential, role-playing and cooperative learning experiences worked the best. By giving the control of learning to students, the authors kept them interested. Students have a stake in
the material now because they see it as theirs. Highlighting key points from the material allows them time for hands-on experiences. These younger students are information surfers. Millennials are accustomed to a “grip” (a plethora) of challenges and have the tools and skills to face them. Older generations would be wise to use these skill sets and exploit them in the workplace as well as in the educational arena.

Millennial generation’s demand for technology does not end in the classroom alone (Lowery, 2004). They expect services to be easy to obtain, day and night. Schools are now updating their systems so that students cannot only access the library at their homes and dorms, but can do an entire host of actions on-line. Registration and financial aid are just a few technology upgrades schools are employing.

Wilson (2004) outlines a few tasks instructors can do to make learning more Millennial friendly. It is important to build relationships with the students she advises, but the importance is in the quality not quantity of time spent with a learner that matters. "Although anecdotal reports indicate that students prepare less for classes using group work and rely on peers to help them, this phenomenon can be
minimized by incorporating peer evaluation, individual contributions to group projects, and observing group activities" (Wilson, 2004, p.61). Wilson (2004) also points out that discussion methods are better than lectures because they promote higher levels of learning by making students be actively prepared, engaged and involved. Wilson (2004) admits that this means more work for the faculty who will have to devote more time to grading, feedback and preparing discussions. It must be a two way street for the instructor and learner. Both must realize that they must bend a little in order to be successful.

Who are the Millennials? They are the up and coming generation that will one day be responsible for taking care of the older and younger generations just as the older generations take care of them. They are the sum of the hard work of each generation’s goal to improve the future. This generation, brought up to be sensitive of diversity, their elders, and their environment are proud, smart, technologically efficient and ready to change to world like their parents before them. It is important to understand who they are so that generational differences are overcome with understanding rather than duress. Media has made this generation able to multi-task and understanding this
special quality will strengthen our workplaces as well as ways of educating and training in the future. They are the generation entering and staffing summer camps.

Knowing about this generation of the new staff is important for Camp Directors to understand how to better train the staff. The objective is to create a better-quality staff. Training a staff, at times, resembles a classroom environment where the students (camp staff) take notes and learn about important topics such as child abuse, camp programming, etc. While there are generally no graded multiple choice or essay tests in the camping industry, assessment measures are informally gathered through campers' disclosure. Directors must first understand instructional techniques and compliance strategies in order to teach and train any staff, including Millennials, effectively.

First a Director needs to know the audience demographic. Currently, the American summer camp demographic consists of the Millennial population; in 2007 those born between 1977 and 1995 are between the ages of twenty-nine and eleven. Most camps hire professional camp staff once they have reached the age of 18, but some camps have been known to hire staff starting as young as fifteen.
(L. Werner, personal communication, April 3, 2007). Second, a Director needs to know what the different types of learning styles Millennials possess so that they can tailor their trainings to best suit the trainees. Third, a Director should understand what makes an effective teacher or trainer. Finally, a Director ought to be familiar with the types of compliance strategies available in training. Combined, this knowledge could empower the Camp Director to build a staff and creatively, as well as effectively, give them the information they need to create a strong groundwork of camping knowledge.

What is Summer Camp?

As far as can be told, camping is a wholly American phenomenon (Eells, 1986). According to the American Camp Association™ (ACA, 2007a), organized camping has been around for 140 years. Its origins can be traced back to the Industrial Revolution when masses of citizens looking for work moved from the rural areas into the big cities (Eells, 1986). Parents wishing for their children to know more about living on the land and keeping in touch with nature arranged day trips out to rural areas. The first organized camp documented is The Gunnery Camp in 1861 (ACA, 2005b).
Camp as we know it today has its roots deeply planted in American soil. But while clothing, music, and pastimes have changed over the years, camp has always been a place where children could prepare to be productive and healthy adults in the context of fun and games. (ACA, 2005b, Introduction section, ¶ 1) Organized camping still flourishes today as there are now over 2,000 accredited camps in America (ACA, 2005b) as well as several more throughout the world.

There is no one kind of camp: some camps are just for girls (e.g. Girl Scouts of the USA and Che-Na-Wa for Girls), a number of camps are just for boys (e.g. Boy Scouts of America and Camp Chippewa for Boys), some are day camps (e.g. Barrie Day Camp and Adventure Day Camp), a few camps are for trip and travel (e.g. Trails Wilderness School and Skylake Yosemite), and other camps are co-ed residential sleep-away camps (e.g. YMCA Camp Edwards and Camp Shane). According to the ACA’s guide “The Camp Resources for Families” (2005a), there is also a very diverse range of types of camps including different culture oriented camps (e.g. Jewish, Christian, and Islamic), special needs (e.g. weight loss, handicap, and diabetic), activity based (e.g. performing arts, sports, and
equestrian), and learning based camps (e.g. space, math, and technology). Thus, it is clear that camps range in variety for diverse populations. Nonetheless, they are predominantly available for Millennials.

Regardless of the type of camp, a staff is essential in running each of them. "So many parents of our campers have come to depend on summer camp as a place where their child can experience increasing independence each year, in safe programs that are guided by terrific young staff members" (Brandwein, 2003, p. xiii). But, where does the staff learn these great skills that parents hope they will pass on to the campers? The answer is staff training. Michael Brandwein, (1999) an ACA recognized camp staff-training authority, explains that:

At some camps, training is done in about one week. Others may have less time. There are some camps that have orientation periods that last two to three weeks. Some camps train a small core staff that welcomes different adult volunteers with different children every week, and there may not be much on-site training at all for the volunteers. At some camps, staff work only for one week; they are all trained together early in the summer and then return later for their week of
service, which in some cases is many weeks after they were trained. (p. viii)

Staff training week (or staff week) is a time to learn what is needed to know in order for the staff to effectively take care of and teach children in a safe and caring environment. Just like there is no one defined type of camp, there is also no one defined type of staff. For example, at a special medical needs camp, the staff may consist of doctors, nurses, and therapists while at a sports camp the staff might consist of coaches and trainers. Staff training attempts to teach a young adult (and sometimes older adults) to be a type of surrogate parent, brother/sister, friend, and bodyguard in three to seven days. Camp Directors generally are required to teach the staff to be loco parentis for campers. There is much to learn in a short period.

The problems that arise in camp staff training are because of the differences in learning styles the current generation of staff have from past generations of staff. Camp staff is the most important asset to a camp. Parents send their kids to camp in hopes of their learning about multi cultural living, new skills in leadership and teambuilding, and allowing them to have fun in a safe and
controlled environment. Camping in the last few decades has turned into an efficient business where its product is entertainment and life skills learning provided by professional staff.

Many lawsuits have come from lazy, unaware, non-responsible, and poorly trained staff. In Pennsylvania, at Camp Sunshine, Anthony Slaughter drowned in a pool. A civil court found the camp negligible and awarded the family 6.6 million dollars for their failure in properly supervising the area (Roman, 2004, p. 1). Training staff is extremely important in avoiding instances like these.

There are a few problems with staff training discussed at camping conferences apparent in many camp situations. The first is the attention span of the staff is diminishing. Energizers or activities that are played in between training sessions to awaken or invigorate the staff are sorely needed more often throughout the training session. This takes away from staff training time. The current staff has a tendency to fall asleep in training sessions. Gaining and keeping their attention is becoming much harder of late.

The second issue that has arisen is the lack of pre-camp preparation for this enormous job, especially from
American staff. The popularity of hiring international staff is large enough that there are now five major international staffing companies, for example Camp Counselor USA and YMCA International Camp Counselor Program, that have been created to help international staff obtain visas needed to work in this country. It is very expensive for a camp to hire international staff because though camps are required to pay international staff less in pocket salary, they have to pay the staffing companies a sum as well.

The reasons camps pay this price anyway are, first, international staff are much more dedicated and often more mature than American staff since these staffing agencies require a minimum amount of money saved (in case they are fired and need to find their own way home). Second, when an international staff member is fired they must either find another camp to work at or go home within a set amount of time. This period is set by Immigration and Customs Enforcement. Therefore, the international staff is more dedicated than the American staff who feels they can get work elsewhere if they lose their job.

Since International staff members have been planning and saving for this for a long time they come to camp
filled with ideas of what they want to tell their campers about and what they wish to accomplish while at camp. These agencies provide international staff pre-camp training materials that inform them about American culture and American kids. From these training materials, international staff learns about what they should or should not talk about with their campers and what to bring to teach the kids about their countries, cultures, and hobbies. Typically, American staff receives no such pre-camp training. In fact, one of the newer trends upsetting camp director’s is last minute hiring (B. Vigon, personal communication, August 8, 2006). American staff it seems is waiting longer and longer to apply for positions at camp. Sometimes late hires will arrive mid summer or mid staff training and miss important information. There is much to learn in a short period of time, but if there is trouble getting the staff’s attention to learn these important skills, how can a director run a safe program?

With this new generation of Millennial staff entering the camping industry, it is important to discover the most effective way to train them. Power struggles between different generations arise from a lack of understanding about each other’s need for feedback, rules of etiquette,
learning styles and power structures. Millennials are
generally unperturbed by the use of technology. As stated
previously, having grown up with flashy media images and
shorter TV commercials, Millennials have shorter attention
spans and a low threshold for boredom. They “resist
memorization and busy work and prefer action to
Millennials flourish and find power in today’s rambling
media backgrounds that may confound prior generations. They
take pride in their mastery of new technology and educators
need to appeal to that.

Millennials feel that “computers are not technology”
they are a way of life (Oblinger, 2003, p. 51). Millennials
have never known a time without computers. “The Internet is
better than T.V.” because it allows the user to be in
control of it. The Internet promotes socializing (Oblinger,
2003, p. 51). Video games allow Millennials to solve
problems through trial and error rather than the previous
generations’ systematic rule-based approach (Oblinger,
2003). Since the Internet never shuts down, Millennials
have come to expect everything to be available to them at
all times. New technology has cut down on delay times for
information receiving, creating a need for around the clock
and immediate responses that the Internet can supply (Oblinger, 2003). This in turn leads to the need for immediacy in pre-camp online programs as well as during in-camp staff training.

Instructional information was reviewed to find the best practices for getting information to the Millennial staff. Then compliance techniques were considered in order to find ways of encouraging the staff to want to learn the information they need. Finally, personal interviews with other Camp Directors in the industry were conducted to see what they would want to help combat these issues. In order for this pre-camp training program to be effective, it needs to contain media oriented elements, not just a pamphlet of information staff would have to read as well as interactive elements that will appeal to the Millennial generation.

Recently there have been some online training programs produced. The Coutellier and Henchey’s (2000) Camp is for the camper: A counselor’s guide to youth development produced by the American Camp Association is one such program. This program lack several components such as flashy media and interactive trail-and-error games that appeal to the Millennial Generation. Camp Twin Lakes has
also created an online staff orientation program that can be found on their website www.camptwinlakes.org. While this program is creative and interactive, it does not take into account the learning theories and expectations of the Millennial generation nor does it attend to the topics addressed in the program presented here.

Camps need to encourage staff to start thinking about camp prior to their arrival. By introducing the staff at home to situations they may encounter and topics campers might want to discuss at camp, the staff will have time to prepare themselves for the trials of working and living with children. Although it is primarily for the use of the first time staff member, its content is broad enough for returning staff members to benefit from using it as well.

This project is not a final product; more information as well as additional pieces will be added to complete a marketable training program. By including as much training material as possible into a pre-camp training program in an interactive, fun style, Camp Director’s can spend more time during staff week building on teamwork, getting staff acquainted with the general program, discussing situations that might arise at camp, and preparing the camp for the camper’s arrival. Pre-camp training materials are to be
used prior to the staff's arrival while in-camp training materials refer to those used once the staff is at camp. By having both pre- and in-camp training materials, Camp Directors can avoid overwhelming the staff. While keeping the overall program as short as possible is important in maintaining the Millennial's attention, keeping the game script interactive, entertaining, and comprehensive is even more important. Each additional vignette will contain interactive, flashy media activities to break up long segments of informational dialogue and encourage participation.

As follow up to the pre-camp training program, a Camp Director Review Section for the staff to participate in once they arrive at camp will be included. The follow-up program will also comprise a train-the-trainer manual that is not included in this project. Since not all Camp Directors are educated in teaching or training, a train-the-trainer's manual will help the Camp Director learn immediacy and compliance skills such as Behavioral Alteration Techniques (Richmond & McCroskey, 1984), making them more effective trainers. By adding this manual to the pre-camp program, Camp Directors can learn about the importance of creating supportive environments at not only
camp but online as well.

The importance of staff training in the light of the 2007 tragedy at Virginia Tech becomes more apparent. It is vital that we not only carefully investigate those that we decide to hire to make sure they are not a danger to themselves or others, it is also important that we carefully train staff to handle difficult situations. This project is a step towards the future of summer camp, training programs. Its purpose is research and produce ideas to excite camp staff members about their incredibly rewarding jobs as well as open their eyes to the harsh realities of working with kids in a hypersensitive, micro community.
Training Millennials

The importance of staff training is immeasurable. Many terrible things have happened at camps from lack of proper responses from staff. For example, Anthony Slaughter, age 12, drowned in an unsupervised pool at Camp Sunshine in Pennsylvania in 2002 (Roman, 2004). A civil court found the camp to be 90% responsible awarding the family 6.6 million dollars. According to reports, two lifeguards, ages 18 and 15, had been on duty prior to the time of the drowning. The head lifeguard, age 22, was not at the pool at the time of the drowning. The 18--year-old lifeguard allowed the 15--year-old to take a break from watching a group of 15 boys ages 8-11 in the pool. While the 15--year-old lifeguard was on break, the 18--year-old went to the bathroom leaving the pool unattended.

Training staff in camp procedures, rules, and regulations is a vital step in preventing cases like Anthony’s. Without proper training, staff could be unaware of the dangers of not paying enough attention and/or relaxing on the job, even if it is just for a moment to go
to the restroom. A Director’s inability to maintain the
attention of their staff during training could lead to
disastrous events; not connecting with the staff could be
just as problematic. Kaplan (as cited in Armour, 2005)
stated, The Millennial Generation:

is much less likely to respond to the traditional
command-and-control type of management still popular
in much of today’s work force... They’ve grown up
questioning their parents, and now they’re questioning
their employers. They don’t know how to shut up, which
is great, but now that’s aggravating to the 50--year-
old manager who says, ‘Do it and do it now’. (Armour,
2005, p. 1)

The need for Camp Directors to connect with their staff is
evident in this very problem. Instead of getting aggravated
with the staff, learning instructional techniques to aid in
training can offer the Directors tools they need to create
productive learning environments.

“Power in the Classroom”

With the foundation set, i.e. knowing that the
Millennial generation is entering the camping community
with hopes of being staff members and understanding the
elements of effective Directors, this subsequent discussion
focuses on classroom communication. More specifically, it focuses on learning through power in the classroom, effective teaching techniques, and different types of learning styles (affective and cognitive are highlighted because they are important features for staff training).

McCroskey et al. conducted a series of studies in the 1980’s about Power in the Classroom (Kearney, Plax, Richmond, & McCroskey, 1985; McCroskey & Richmond, 1983; McCroskey, Richmond, Plax, & Kearney, 1985; Plax, Kearney, McCroskey, & Richmond, 1986; Richmond & McCroskey, 1984; Richmond, McCroskey, Kearney, & Plax, 1987). The series explored the models and impact of teacher power. Richmond and McCroskey (1984) concluded that power is the ability to influence another person to do something they would have otherwise not considered doing. For example, learning about child abuse might be a difficult subject for camp staff, nevertheless the discussion about abuse and ways of detecting abuse is vital in the camping industry.

The authors of “Power in the Classroom” describe five sources of teacher power. These sources are referent, legitimate, coercive, expert, and reward. McCroskey and Richmond (1983) measured power in the classroom and then elaborated on this to see how teachers and students
perceived this power. They found that teachers' and students' perceptions of power was in fact different; much like a Camp Director's power might be perceived differently within the staff.

Richmond and McCroskey (1984) then examined the degree to which the perception of power affected the student's learning and concluded that the communication of power has much to do with a student's cognitive and affective learning. Camp Director's usage of power in their training programs can affect the willingness and ability to learn. Next, by studying Behavioral Alteration Techniques (BATs), the authors sought to examine the teachers' ideas of their use of power in the classroom. Their surveys revealed 7 BATs: reward from behavior, reward from source, personal responsibility, expert, self-esteem, altruism, and duty. As a result, the authors argued that teachers perceived themselves using more reward BATs than punishment BATs. In addition, the authors claimed that these findings are uniform with findings of teachers' implementation of power. Camp Directors need to be aware of usage of BATs in a training session and make an effort to use their power to reward rather than punish.
Next, Kearney, Plax, Richmond and McCroskey (1985) found that communication training had an effect on the relationship of BATs and BAMs (Behavioral Alteration Messages) used in the classroom in a positive way. The authors also discovered that the use of particular control strategies from teachers as well as an approach orientation positively affects student affect. Here, the authors point out that pro-social messages altered the students' behaviors and lead to greater affective learning while anti-social messages reduced the affective learning from students.

Camp Directors should be aware of the types of messages they send. A good exercise, for a Camp Director to do prior to training is to recall messages from past staff trainings and note which worked and which was less successful. The extant literature documented by and large linked teacher power with compliance in learning. Since staff training week is akin to teaching in the classroom, compliance gaining and other learning and teaching techniques are important to address. The next section of this chapter reviews the literature on immediacy, affective and cognitive learning before moving into a discussion about compliance gaining theories.
Immediacy and Learning

Immediacy is the positive affect that teachers and Camp Directors have on students', or staffs' learning behaviors. These are verbal and nonverbal techniques that teachers utilize in a classroom to gain the students' attention. This technique is an important aspect of learning since the more immediate a teacher is, the more comfortable the learning environment should be for the student and the higher the cognitive, affective and behavioral learning processes are (Cooper & Simonds, 2003). "Immediacy behaviors include the following: (1) approach behaviors, (2) signals of availability for communication, (3) typically multi-channeled, and (4) communications of interpersonal closeness and warmth" (Cooper & Simonds, 2003, p. 44). This definition serves as a foundation in understanding the research pertaining to immediacy. Christensen and Menzel (1998) "found positive, linear relationships between teacher nonverbal and verbal immediacy and perceived cognitive, affective, and behavioral learning" (p. 82). Witt and Wheeless (2001) also looked at verbal and/or nonverbal teacher immediacy and students' learning outcomes. In their research on the literature, they examine 81 out of 251 articles about
immediacy. The overall findings were that teacher immediacy has a large impact on student learning outcomes. Witt and Wheeless (2001) noted that while the relationship was only modest in connection to cognitive learning performance, it was substantial in relationship to student's attitudes and perceptions of their learning. Effective Camp Directors should learn teacher immediacy techniques in order to attain potential rapport with staff during the training period.

Millennials have grown up on-line (Denham & Gadbow, 2002). Thus, it is important to investigate teacher immediacy with nontraditional classes. As technology advances, classrooms are morphing into new learning environments. More and more on-line and distant education classes are available as most campus schedules can attest. Camps are also turning to on-line programs for training their staff. These programs allow staff to learn about the camping industry prior to coming to camp. Exploring immediacy in relation to pre-camp training programs is fundamental to exploring ways of creating supportive environments online.

Conaway, Easton, and Schmidt (2005) investigated immediacy in on-line Internet courses. The authors took 50
students enrolled in an on-line MBA program through Blackboard© at the University of Texas and examined 255 out of 553 total messages posted on-line. The findings suggest that unless the instructor creates a supportive environment looking for creative feedback, compliments, and appreciation, the students will not create this on their own. Though there was minimal affective behavior in Conaway, Easton, and Schmidt's (2005) investigation, there was not a negative effect on student's grades. It is up to the teacher, or Camp Director, to create this supportive environment. Creating this environment might mean more work for that person as he/she will need to spend some time combing through everyone's work to be sure that all the students receive this benefit.

As technology improves and on-line classes increase in number, Conaway, Easton, and Schmidt (2005) suggest that though teachers and students are not meeting face to face, a teacher still needs to be immediate and incorporate immediacy behaviors in an on-line course. Their article is important to consider for future studies regarding Millennials, education, and the Internet. Particularly camps using on-line training courses during pre-camp staff
training should note that it is important to promote immediacy behaviors.

Another important factor to look at within immediacy in the classroom and its affects on learning is the multicultural aspect; an aspect that is prevalent to summer camps with international staff. By asking questions about teacher immediacy and perceived affective, cognitive, and behavioral learning, Sanders and Wiseman (1990) considered the effects these areas had in the multicultural classroom. Positive relationships were found between teacher immediacy and learning outcomes for all ethnic groups.

The results suggest that there are both similarities and differences in the effects of teacher immediacy cues across U.S. culture groups. While immediacy appears to be positively associated with learning for all groups, the levels of association vary. Further, some immediacy cues appear to have pancultural effects while others hold particular salience only for certain ethnicities. (1990, p. 349)

The authors examined each area of difference, for example Hispanic students felt that not standing behind a podium had a better effect than did white students. These results were similar to McCroskey, Richmond, Sallinen, Fayer, and
Barraclough's (1995) work, which considered Australia, Finland, Puerto Rico, and the United States. Immediacy behaviors such as eye contact, relaxed posture, and smiling were effective in all cultures. The behaviors of moving around and gesturing were less important overall, especially with Australian students. Camp Director’s would do well in noting that their teaching styles and usage of immediacy techniques will have different effects on their staff from different cultures not only countries. Watching out for cues of approval or disdain will help Camp Director’s build rapport with their staff.

With all of the attention given to immediacy behaviors, could there be such a thing as too much immediacy and would that effect students’ learning? In Comstock, Rowell, and Bowers' (1995) analysis, the authors posit that immediacy affects learning so completely that high levels of immediacy might lower learning since the relationship may be curvilinear rather than linear. Two hundred and fifty nine undergraduate students were asked to listen to a speaker talk about foods to eat to promote retention during studying. Students were given a pre-test and post-test to see the effects the teacher had. The teacher’s immediacy ranged from not even looking at the
students to looking at the students 60% of the time. The authors found that students can indeed have too much or too little immediacy. They also found that the relationship is curvilinear. This is important for the Millennial student who needs and wants more feedback (Lancaster & Stillman, 2003) and for the instructor who may want to use too many immediacy techniques.

Wilson (2004) outlined a few techniques instructors can incorporate to make learning more Millennial friendly. While she emphasized that it is important to build relationships with the students, she highlighted that it is the importance in the quality, not quantity, of time spent with a learner that matters. In other words, Millennials' desire for instant and constant feedback does not mean they want a lot of it, but rather they want valuable feedback right away all the time.

Affective and Cognitive Learning

People take in and store information in different ways; this is called learning style. "Learning style is how individuals process, concentrate, and come to understand new or difficult information" (Chesebro & McCroskey, 2002, p. 190). Learning is biological, developmental, affective and behavioral (Chesebro & McCroskey, 2002). Students'
learning styles affect not only the ways a teacher instructs but also what an instructor teaches in a classroom. It is the set of characteristics a person has and uses consistently when learning (Kougl, 1997). Eventually, as a person gets older, this set of characteristics becomes an ingrained way of learning.

Kougl (1997) describes three dimensions of learning styles: cognitive, affective and physiological. The cognitive dimension explores the processing of information in conjunction with the mode used to problem solve, process, and remember new materials. The cognitive dimension includes four elements. The perceptual modality preference outlines different sensory modes for understanding: visual, auditory, and kinesthetic (Kougl, 1997). Some teachers may prefer to use more than one mode of learning. The next element illustrates the preference for field experience. The conceptual tempo element of cognitive learning refers to the amount of time a learner needs to learn. Lastly, cognitive complexity versus simplicity explains the way an individual handles abstract and/or concrete information. The affective dimension elucidates the personality traits and emotional side of a learner; their persistence and locus of control (Kougl,
A learner's conceptual level measures the need for structure in order to learn; how much does the pupil need a time line and consistent rules (Kougl, 1997). The physiological aspect considers the learner's environment preferences while learning, elements such as time of day and environmental factors. Before a Camp Director gets in front of a new staff, it is helpful to understand various learning styles of that staff. With that knowledge, Camp Directors can apply the information in different contexts and with different applications to better suit their staff's needs.

Affective learning refers to growth in emotional areas and attitudes, while cognitive learning is concerned with mental skills and learning. Witt and Wheeless (2001) inspected the combinations of immediacy, both verbal and nonverbal, to test the casual links to affective learning, recall, and learning loss. They found that higher verbal immediacy produced higher affect though it did not show any difference in cognitive learning. This revelation is important in staff training topics such as campers' potential homesickness, child abuse, and teasing where emotional appeal to staff can help emphasize the damage these problems can have on a camper. Richmond, McCroskey,
Plax, and Kearney (1986) inspected the effects that nonverbal communication training as well as immediacy training has on affective learning. "Results indicated students of teachers receiving such training perceived their teachers as more immediate and reported higher affect toward instruction than students of teachers not receiving training" (1986, p. 181). Camp Directors should take courses to receive training or read about these areas that would advance their techniques. For example, Civikly (1976) considered both affective and cognitive behavior response relationships to behavioral approached of instruction. By looking at planning objectives, information objectives, and key concepts in a basic public speaking course, 64 students from the University of New Mexico volunteered to participate in class activities and listen to lectures over a course of three days. The author concluded that two suggestions to humanize objectives could be made: first, personalize the language for instructions, second, focus more on the process of learning than the product of learning. According to Civikly (1976) these objectives will help cognitive and affective learning in classrooms.

Weber, Martin, and Patterson (2001) inquired to see if it was possible to change students' cognitive and affective
learning through a project called Project Adapt. They found the effort a teacher puts into the program could change a child’s mind about school. Students who originally came into the program thinking school was a “waste of time” left the program feeling that school was a “good idea” (p. 85). Staff trainers who believe in their program can urge the staff to believe the same.

Messman and Jones-Corley’s (2001) view of two different types of classes, a large lecture class that broke out into smaller groups and a self contained class is especially related to larger camps that break into smaller “divisions” like older and younger or upper and lower camps. The authors identified differences for affective and cognitive learning of students in these sized classes. “Due to consistency in materials presented, a mixed-size format appears slightly more favorable than small classes with regard to cognitive learning” (p. 197). Smaller classes are better for student affective learning because of the increased opportunity of interpersonal communication. However, the higher immediacy perceived by the students of the teacher made little difference in the affective learning of the students. Camps with a large staff might remember this when planning the important training topics.
If a large summer camp wants to pay particular attention to a counselor's affective learning of child abuse a smaller group may be more beneficial. Maloof and White (2005), who studied cognitive learning in the college laboratory, found that grouping cognitive learning styles together was helpful, but training students to work together was even more helpful.

In addition to classroom size, location, and the use of technology, other factors may be considered. For instance, role-playing during staff training is a common pedagogical approach. Generation X and Millennial members have shown a positive response to role-playing activities demonstrated in the popularity of Dungeons & Dragons and Yu-gi-oh (Dungeons & Dragons, 2006):

As of 2006, Dungeons & Dragons remains the best-known and best-selling roleplaying game, with an estimated 20 million players worldwide and over US$1 billion in book and equipment sales (according to a BBC news report). Products branded Dungeons & Dragons made up over fifty percent of the RPG products sold in 2002. Outside of the gaming community, D&D has become a metonym used to refer to roleplaying games in general. (¶ 5)
Harmon and Evans (1984) discussed modeling behavior as the way to design instructional strategies in regards to skills that must be taught. This strategy only works when observable events are to be learned. "Cognitive modeling is, of course, a type of observational learning, and thus it depends on making covert mental processes observable" (Harmons & Evans, 1984, p. 67). Role-playing, on-line interactive role-playing or even a videotape of a role-play serves as examples of a cognitive instructional technique. Harmon and Evans (1984) defined the basic structure of cognitive modeling program as modeling, case study exercise, social reinforcement, and transfer of training. Incorporating different types of media that fits Prensky's previously noted description (Abernathy, 1999) during staff training could heighten Millennials' training experience.

Lastly, Rodriguez, Plax, and Kearney (1996) argued that the Affective Learning Model provides the best academic rationalization about the association between teachers' nonverbal immediacy and students' perception of cognitive learning. The authors, with hope of creating a better version of the Learning and Motivation models, created the Affective Learning Model. Two hundred and twenty-four undergraduate students in a speech
communication class were asked to consider their instructor in the class right after the one they were in during the time of the survey. Results indicated that the Affective Learning Model was the better model to evaluate cognitive learning and immediacy. This information is beneficial for examining specific camp staff training because it offers an established model to use in determining the effects training.

Learning Implications for Camp Directors

With the understanding of what the camp demographic is, in addition to different types of learning, today's Camp Director should be more equipped to train the new generation of staff, Millennials. Good training techniques adapted for each generation's demographic can accommodate each learning style. The Power in the Classroom series (Kearney, Plax, Richmond, & McCroskey, 1985; McCroskey & Richmond, 1983; McCroskey, Richmond, Plax, & Kearney, 1985; Plax, Kearney, McCroskey, & Richmond, 1986; Richmond & McCroskey, 1984; Richmond, McCroskey, Kearney, & Plax, 1987) teaches that power is not only perceived differently by teachers and students, but that different BATs and BAMs employed while teaching garners different learning results. Furthermore, the literature has shown that too much and too
little immediacy exists but teaching techniques pertaining to immediacy behavior is vital in moderation to student learning. While no one learning style is better than another, "when students are permitted to learn difficult academic information or skills through their identified learning style preferences, they tend to achieve statistically higher test and aptitude scores than when instruction is dissonant with their preferences" (Cooper & Simonds, 2003, p. 212). Finding a camp staffs' learning style is an important factor that Camp Directors must focus on in the development of their training programs. Evaluating their staff's learning styles and preferences prior to or on the first day of training by asking the staff should help a Director find the methods and strategies that promotes learning during staff training week.

Theoretical Construct: Compliance in Camps

It is clear that camp is a place for everyone to come and learn in a safe and fun environment. Learning comprises a set of strategies, such as immediacy, to promote cognitive and affective learning. In addition to learning, compliance is a necessary element in educational settings.
Compliance theory includes a broad spectrum of applications from persuasion to negotiation. Specific to this review is the idea that everyday people must gain or reduce compliance from others. Whether a person needs change from a cashier, service from a human or automated teller, trying to get someone to leave them alone or listen to a lecture, that person uses compliance strategies. Because compliance is essential for staff training this part of the literature review is drawn from and focuses specifically on compliance strategies, conflict and compliance, and compliance in business.

Compliance Strategies

Compliance theory surmises that in order to gain compliance from another person one needs to get that person to do what she/he wants or does not want that person to do (Cooper & Simonds, 2003). Thus, compliance is the relinquishing of decision-making control for one party. According to Littlejohn and Foss (2005), 16 strategies of compliance gaining were discovered though there have been hundreds found since then. The problem, Littlejohn and Foss (2005) state, is narrowing down the list to a manageable few compliance strategies. While the literature is vast, articles with particular relevance and helpfulness in the
camp staff training arena are explored in attempt to determine the best strategies to gain compliance.

Beglan, Lalumia, and Bayless (1986) found that in order to be persuasive, one should be seen as a positive person with a positive, uniting attitude and present factually oriented material. This is especially true for Camp Directors, trainers, and instructors who wish to employ and educate the Millennial generation. Ideas for presenting positive and factually oriented materials include shorter stories that are to the point, the use of boxes and graphs, as well as a series of bullet points in visual media (Shearer, 2002). Millennials know how to quickly check educators' information on the Internet, and they do not fear letting that person know when they are wrong. If Camp Directors wish to gain the compliance of the staff, they too need to be aware of the accuracy of their information but more importantly, they must remain positive and encourage a camp staff member when corrected.

Positive attitudes create safe environments for training and learning. Boster, Fediuk, and Kotowski (2001) found that altruistic messages are highly favored in gaining compliance. When help is requested by means of positive attitudes rather than direct requests, guilty
feeling participants were found to comply more often (Boster, Mitchell, Lapinski, Cooper, Orrego, & Reinke, 1999). The significance of this to camp staff training lies in the returning staff. According to these results asking returning staff who have already been through staff training in previous years to help with a feeling of positive attitude (for example, by saying to a returning staff person “Since you have proven yourself to be reliable last summer, would you...”), will gain their compliance. By honing in on those returning staff that are not being productive (and hopefully feel guilty about it), a Director may encourage compliance.

Remland and Jones (2001) conducted a study on the effects of vocal intensity and touch. Trained confederates in Denver, New York City and Philadelphia railroad stations and airports approached 248 adults. In this survey, three women asked randomly chosen subjects to mail a postcard; they applied a flat-handed touch to the forearm of each subject while varying their tone of voice. "Expecting to determine only if vocal intensity mediated the apparent influence of touch, we found instead a main effect for levels of vocal intensity" (Remland & Jones, 2001, p. 95). More forgettable was the softer voice (when compared to the
more intense voice). Staff trainers can apply these findings to training and to mid-session or mid-summer burnout (Cameron, 2000). During mid-summer mark, staff emotions often leave them frazzled and on edge or simply worn out. The variations in the way they are asked to comply could make a significant difference in their wanting to comply (Cameron, 2000).

Lamude and Lichtenstein (1985) found that when people are using persuasive strategies in "rights" situations, they tend to use the same persuasive strategies regardless of the situation. This is noteworthy because it can help a Camp Director be prepared for staff debates on issues such as time off requests, international staff phone usage and other staff "rights". King (2001) examined anticipated resistance to a persuasive message, based on the politeness theory and a cognitive rules perspective as well as its effect on compliance-seeking message behavior. In a study similar to Lamude and Lichtenstein (1985), King (2001) asked 128 students in an undergraduate speech communication department to persuade someone to help with an all campus clean-up.

In a significant two-way interaction, participants who were told that their targets favored helping with a
clean-up campaign often used negative sanctions as a last effort toward persuasion, while participants whose targets opposed helping relied more heavily on positive sanctions. In addition, participants with favorably predisposed targets used significantly more compliance-seeking strategies than participants in their two conditions. (King, 2001, p. 395)

This is another important compliance-gaining attribute. That is, Camp Directors’ training staff that wish to learn should be careful of the sanctions used to gain compliance. They might take a step back from the rapport they have worked to build with staff if they use a negative sanction with one who is more inclined to participate. Directors should try to remain positive with the staff. Comments like, “if you don’t learn this now, you’ll regret it later” might not be helpful in the long run for the staff’s morale. Even if that negative sanction achieves the short term goal of getting the staff to pay attention, it will most likely be done begrudgingly and negate the purpose.

Hunter and Boster (1987) investigated three previous studies to examine the dimensionality of compliance-gaining messages. They explained that a listener has an immediate emotional response as well as an ensuing reaction to a
persuasive message that bodes consequences for the persuader. Desire to control is the dominant factor for people who engage in interpersonal persuasion. Those who elect to negotiate demonstrate motivation characterized by pleasure; while those who elect not to negotiate exhibit high motivation to control (Javidi, Jordan, & Carlone, 1994).

Camp Directors should use negotiation with their staff, especially their Millennials who are used to and are trained to question authority (Armour, 2005). If negotiation techniques are practiced and used well, a Camp Director can guide his or her staff to make the decisions that are appropriate while giving staff the feeling that they have some control and/or say in the decision making process.

Brandwein (1999) states that staff training should begin with a review of the camp mission statement and goals. He notes that while some camps have had their mission statements written for years, Directors should get staff to make some goals of their own. One idea, to expand on this premise, is to write the camp's mission statement using abstract language so that the staff camp work
together at the start of each summer to make specific goals for that summer that they can achieve.

Many studies pertaining to compliance gaining in the classroom and training sessions incorporated measuring compliance. One particular analysis that focused on classrooms, appraised (1) students' use of power to acquire compliance, (2) teacher versus student power, and (3) students' use of power in regards to teacher nonverbal immediacy (Golish & Olson, 2000). Students, the researchers found, are possibly afraid to share their ideas with a teacher who emerges as highly learned because they do not want to seem incompetent or challenge their instructor's knowledge. Returning staff members, for example in a camping context, might hinder the new staff members from speaking out because of the fear of appearing incompetent.

According to Dallinger and Hample (1994), gender has an effect on compliance gaining strategies used when deciding what to say or not say. Past research shows that while females are found to be more "person-centered" (p. 43), males tend to sanction more arguments. Eight past studies were considered. Dallinger and Hample (1994) found in their research that males focus on effectiveness while females focus the more altruistic side of people and are
more selective about their endorsements. Male Directors should be cautious of being argumentative with female staff who are more likely to focus on saving face rather than the effectiveness of their actions.

Interestingly, though not surprisingly, there was also a difference found in the beliefs regarding persuasion in different age groups, the young and old. Dillard, Henwood, Giles, Coupland, and Coupland (2001) have shown that the "educated young - and obviously future research need to be directed at elderly respondents too - are mindfully sensitive of age in requesting assistance" (p. 89). This information is important for camps with different socioeconomic and multi-generational work place. Younger staff may feel uncomfortable of straightforwardly asking older staff for direction and older staff may feel pestered by staff members that seem to want the answers without trying to look for it themselves. Whatever the case may be, awareness of this difference in beliefs is a good topic for mid level camp managers who are, more often than not, older than the staff.

Compliance and Conflict

Communication scholars have studies compliance and conflict in a few different contexts. First, "if
negotiators wish to be perceived as powerful, they should attempt to influence the other, by, for example, making proactive offers" (Fink, Cai, Kaplowitz, Chung, Van Dyke, & Kim, 2003, p. 310). It is common knowledge in the camping industry that the staff is typically attempts to negotiate another period or night off, as well as their salaries. A Camp Director must watch how she/he approaches these situations with the staff. Research that provides Camp Directors with concepts regarding ways of approaching conflict was authored by Lim (1990) who found that "(1) persuaders confronted with unfriendly resistance showed higher average verbal aggressiveness than those confronted with friendly resistance, and (2) persuaders confronted with stronger resistance became verbally aggressive more rapidly than those confronted with weaker resistance" (p. 170). Approaching a confident Millennial staff with less resistance can help create a less aggressively charged environment culminating in a more relaxed atmosphere.

Compliance and Business

There are many aspects of compliance strategies that are important to business in general, and to the business of camping in particular. Parrish-Sprowl, Carveth, and Marshall (1994), for instance, examined a sales person's
effectiveness and found that the only factor that continuously predicted the effectiveness of a sale was the image of the sales person. In other words, if a person believes that he/she is a competent and effective communicator and portrays that image to consumers then he/she will be perceived to be a more effective sales person. The same can be true for Camp Directors. In another study, Parrish-Sprowl and Senk (1986) found a difference between auto salespeople who employ high volume versus low volume strategies. The authors showed that a positive approach led to better success. The same may be true for a Camp Director who wants to "sell" ideas in camp training. These ideas include the camp goals, program, rules, as well as the importance of staff training.

Boster, Kazoleas, Levine, Rogan, and Kang (1995) considered the effects of power on different kinds of messages and persistence in addition to how these messages effect bargaining situations. The authors asked participants to play a bargaining game where the object was to buy and sell cars. They found that during negotiation, power had a significant impact on the message. This suggests that people need to be aware of power used during negotiations. Directors responding to staff negotiating
requests like switching a night off versus more difficult requests of changing cabins mid-session would be well advised to be cautious about their usage of power.

Often during staff training, Camp Directors divide the responsibility of training among their supervising staff. The Directors then choose who they feel should train different topical sections. For example, when discussing the daily routine at camp, the Camp Director might ask the Program/Activities Director in charge of the daily routine to conduct this session. While discussing age characteristics, the Director might choose the boys or girls Head Counselor as they are the ones in charge of daily cabin life. Parrish-Sprowl (1986) also investigated the effects of gender in sales communication and compliance. In this research he found “that males display greater verbal aggressiveness by using a broader array of strategies than females in sales communication is supported. This appears to be true irrespective of customer gender differences” (p. 90). This verbal aggressiveness is noteworthy when considering which supervisor should conduct what section of training. A male’s verbal aggressiveness may be fine to use when discussing the importance of staff playing a part in camp themed activities, but it would not
be as useful when discussing the proper chain of command the staff should use in camp conflict situations.

Harper and Hirokawa (1988) compared persuasion strategies that different genders use; specifically they examined the downward influence on regular work related versus non-regulatory work related tasks. The scholars discovered that males use more punishment-based strategies when they were convincing subordinates to do a job as opposed to females who used more rationale and altruistic strategies. When the job was not mandatory there were no differences in the strategies. Hirokawa, Mickey and Miura (1991) measured the effects that male versus female compliance-gaining tactics had on request legitimacy.

Sex of the manager interacted with request legitimacy such that the tactics of women in the low legitimacy condition produced more direct tactics than their male counterparts, while men in high-legitimacy condition produced more direct and less polite tactics than their female counterparts. (Hirokawa, Mickey, & Miura, 1991, p. 421)

Regardless of sex, both male and female Directors should be aware of their legitimacy condition when requesting something of their staff. Politeness is the key to
compliance of any request.

Just as there is no one type of camp, it can also be said that there is no one type of Camp Director. In contrast to gender studies, Neulip (1987) investigated differences of compliance strategies with Theory X versus Theory Y managers. From seven different large cities around the United States, ninety-six managers completed a five-point Likert-type questionnaire. The outcome points out a fair connection between management styles and inclination for particular compliance-gaining strategies. Theory X managers, the authors found, use threats, deceit, and aversive stimulation also referred to as anti-social messages. “On the other hand, individuals with a Theory Y orientation prefer esteem and ingratiation” (Neuliep, 1987, p. 17). Through a simple Google search on “managerial styles”, a Camp Director is able to find assessments they can take to find their particular style. By learning about what style one is partial to, that person can learn to avoid the pitfalls of that style.

A different analysis of managers examined Type-A managers. Type-A orientation is an action-emotion composite that can be monitored in any individual who is assertively caught up in a constant, ceaseless fight to achieve more in
less time, and if necessary to do so, against contrasting efforts of other individuals. Lamude and Scudder (1993) examined blue-collar and white-collar groups and the association between downward compliance-gaining techniques and Type-A managers. Through the usage of questionnaires, the authors found a strong correlation with Type-A managers and compliance gaining techniques that were antisocial. Camps with Type-A managers would be well advised to keep stress levels down during staff training so as not to impose an antisocial atmosphere during the formative time of staff week.

Most salient to camps that have a volunteer program is the study testing conventional wisdom of volunteer management by Adams, Schlueter, and Barge (1988). The scholars examined volunteer verses paid employees to test the soundness of conventional knowledge regarding both types of employees. They mention that managers of volunteers might be failing to note that volunteers and paid staff are very different in their preferences of motivational, behavioral and coordination strategies. This oversight may be the reason that the volunteer programs fail (Adams, Schlueter, & Barge, 1988). From eight different institutions of health care facilities, 190 paid
and volunteer employees completed a questionnaire. "The results indicate that volunteers differ significantly from paid employees in intrinsic job motivation, and in their preference for, and satisfaction with, different decision-making methods and compliance-gaining strategies" (Adams, Schlueter, & Barge, 1988, p. 78). Finding out what is important to the volunteers is important to the volunteer program's success. Volunteers are a great resource for any camp, finding ways of improving training and communication with them is vital to a successful and flourishing program.

Compliance Implications for Camp Directors

Several important compliance strategies for Camp Directors to consider when getting staff to comply are evident in this review. It is notable that not only different types of managers use different types of compliance strategies, but so do males and females. A Camp Director should consider which of approach and supervisor to use in different situations. Different techniques, including voice volume to the placement of a touch, can have significant impacts on compliance gaining or reduction. Future research specifically pertaining to camp staff training, learning, and compliance are needed to conclude the effects they may have on the new generation of
camp staff and campers. Nevertheless, it is important to study the process of staff training and the communication that takes place during that process.
CHAPTER THREE

BLAZING TRAILS

Project Description

The Millennial preference for a trial-and-error game-style of learning, discussed in the preceding literature review, suggests that future summer camp training programs should include this element. The popularity of interactive video gaming, as well as graphic art and animation, has grown tremendously since the first interactive game Spacewar in 1961 (Kudler, 2006). One of the Entertainment Software Association’s top ten facts reports, “In 2006, 93 percent of computer game buyers and 83 percent of console game buyers were over the age of 18”, the general minimum hiring age for the majority of summer camps (Entertainment Software Association, 2006, ¶1). The popularity of gaming is rising with women as well; they now make up 38 percent of the gaming population (Entertainment Software Association, 2006). “Combined sales of software for PCs and home video game platforms reached $7.3 billion in 2004” (Winegarner, 2005, ¶1). Anne Hart (2002) informs readers that computer game scripts are diverse:

they're used in dramatizations for training and
learning simulations and other learning materials as well as for entertainment on-line, on disk, and for infotainment and edutainment at all levels from corporate training to Web sites for children and young adults, seniors, and students. (p. 1)

Creating a game script allows for more options and flexibility in the design style and type of product created. It also allows easier updates to keep the program up to standards with any changes in the market trends and technological improvements.

Target Audience

As mentioned in Chapter one, what defines a generational cohort are those born during the same broad-spectrum, time frame “who share key life experiences, which include demographic trends, historical events, public heroes, entertainment pastimes, and early work experiences” (Weston, 2001, p. 11). A Millennial in the 2007 camping industry could hold many different positions at camp from Camp Director to camper. However, because of the popularity of interactive video gaming, this animated pre-camp training game script is created specifically for camp staff members. Returning camp staff members are normally trained
each summer regardless of their tenure at the camp. This script is applicable to both the returning and new camp staff members whether they comprise American or International staff.

Script Description

Based on suggestions from local Camp Directors and ideas that have developed from the study of the Millennial Generation, this project is a script for an interactive, animated, video game, training program. The program will be sent to staff members prior to their arrival for staff training. There are several reasons for creating a pre-camp training program. The first stems from Camp Directors’ concerns regarding the American staff’s growing tendency to wait until May and June to apply to work at camp instead of applying in January and February as was once customary (B. Vigon, personal communication, August 8, 2006; L. Werner, personal communication, November 10, 2006). International staff, on the other hand, must begin planning their summer employment far in advance because of the long process to acquire a J-1 Exchange Visitor visa from the United States government. International staffing programs that help international staff acquire the visas provide materials
informing them about trends in American child culture, topics to discuss with campers, and much more.

Yet another reason for creating a pre-camp media-based training program is to encourage staff to start thinking about camp prior to their arrival. By introducing the staff at home to situations they may encounter and topics kids might want to discuss at camp, the staff is allotted time to prepare themselves for the trials of working and living with children. Even more concerning to Camp Directors and another reason to justify the need for a pre-camp training program, is the “late-hires”; staff hired once training has begun or already completed (B. Vigon, personal communication, August 8, 2006). These late-hires can be either international or American staff. By creating a pre-camp training program, Camp Directors can help late-hires learn about camp quickly once they have arrived. When summer camp is in full session, there is little time to spend training a late-hire staff person properly.

Since the Millennial staff has grown up with flashy media images and shorter TV commercials that could explain their shorter attention spans and low thresholds for boredom, four out of the five vignettes are designed to include interactive activities. Angela Weiler’s (2004)
research on Millennial dependency on television and the Internet for information gathering suggests that Camp Directors and trainers should move away from the traditional pre-camp staff package of written information. As previously mentioned, Weiler’s (2004) “research indicates that only a very small percentage of the general population prefer to learn by reading” (p. 46). Each of the five vignettes will include participant oriented, interactive, animated dialogue for the staff to watch. Topics within the vignettes of the game script include (1) the background of American camping, (2) camp expectations, (3) American camp demographics, (4) case studies, and (5) daily schedules and miscellaneous topics. The following section describes the content of each vignette.

Vignette Descriptions

The first vignette includes American summer camping’s origins, history, and philosophy, as well as an example of an individual camp, YMCA Camp Edwards. Included here are the camp’s history, philosophy, mission statement, demographics and an explanation about camp names. Creating individual camp inserts makes each training program personalized for that particular camp. This is in hopes
that camps will spend money to use this program rather than create their own. These topics have been chosen to help the staff understand the general sense of camp. Many first time staff members are surprised at the lack of comforts camps offer; with an understanding of the history of camp, the lack of these amenities becomes understandable and important.

American camping culture, as well as a discussion regarding what the benefits of camp are, what staff should expect from a camp, knowledge for new staff about the restrictions of living at camp, returning staff expectations, and camper-to-staff transitions, are included in the second vignette. These topics set up camp expectations. Transitions from camper to staff can be very tough and the expectations of returning staff are often very high. Giving the staff this information can prepare them and help them avoid the potential disappointment that typically occurs upon realizing this fact. This vignette also includes general camp counselor tips for the camp staff and a description of the interactive camp map. The purpose of the map is to learn the geography where they will be working; it is often very nerve racking moving to a new place and not knowing where anything is. The
interactive map activity is created to reinforce important places to know in camp and is designed in a treasure hunt activity style. In the pre-camp training program the staff members must follow the clues to find their way around camp. The staff members can print their time scores to bring with them to camp as proof of their completing the training activity and to earn their staff shirts.

In the third vignette, a description of the generation of campers attending camp, age characteristics of children, pre-teens, and teenagers is included. Even though the majority of the staff is part of the Millennial generation, they may not be aware of the idiosyncrasies shared among their generation. Commonalities, such as historical events, public heroes, as well as similar early work experiences that make up a generation (Weston, 2001) are important to discuss because these events might be unknown to international staff or (for argument’s sake) very sheltered American staff members. Suggestions regarding where to find more information about popular celebrities, TV shows, and music that currently interests campers are incorporated in the script. The age characteristics section comprises information about each age group that can help staff work with the age group they are assigned. For example, learning
to balance the ability to be sympathetic with being realistic about a seven—year-old camper's complaints might be tough, but a staff person must set limits on the amounts and types of complaints. Additionally tips and stories about past camper experiences are included. This Vignette comprises an intermission pop-culture trivia activity description before going into the age group characteristics since it is the longest and does not have an interactive activity. Actual questions will not be included in this script because pop-culture is constantly changing. This aspect of the training program needs to be updated annually to keep up with current trends.

The fourth Vignette includes interactive case studies. First, the staff members are informed about the topic of the role-play, things to know about the topic, techniques to use for the particular situation, and any research or statistics about the topic. For example, Fox, Elliott, Kerlikowske, Newman, and Christeson's (2003) report on bullying prevention states, "Of children in sixth through tenth grade, more than 3.2 million -nearly one in six- are victims of bullying each year, while 3.7 million bully other children" (p. 4). The role-play scenarios are created so that the staff member at home can interact with the
program. For instance, the staff member interacts by watching each reaction in conjunction with the role-play scenario they are considering and writing down their answers to the discussion questions that follow. Each case study contains several different endings to the situations presented, such as what to do with a camper who is being bullied. Staff members can be asked to bring their answers, along with their score sheets that earn them their camp T-shirts, to the in-camp staff training. The three role-plays included are bullying, homesickness, and child abuse detection. The child abuse activity is intended to be used by the Camp Director once the staff is at camp. The reason for saving this role-play until the in-camp training is that the subject matter can be considered ominous which might scare staff at home; if used at camp under the supervision of the Camp Director, questions can be answered immediately and fears can be calmed. Furthermore, leaving an element for the Camp Director to use at camp can connect the pre-camp staff-training program with the in-camp staff-training program.

The final vignette consists of a review of the daily life while at Camp Edwards. Staff members at home are shown a general camp schedule as well as the Master Activity
schedule so that they can understand what they should do and what is expected of them on a daily basis. Other duties the staff might have to perform such as "Strike Force" and "Poo Patrol" are also explained here. This vignette also contains creative ideas for staff to use with the campers during their free time, a review about appropriate topics of discussion at camp and, finally, policies and emergency procedures the staff must follow in the event they lose a camper. An interactive game that reinforces those emergency procedures is also described and the game's point system revealed. The reason the topic and activity pertaining to losing a camper is included is to encourage staff to start practicing head counts. On average, a staff member should perform a head count every two to four minutes they are with their campers (YMCA Camp Edwards, 2004); for some people this is a tough skill to learn, suggesting they practice before they get to camp can help them master the skill.
CHAPTER FOUR
LIGHTS OUT

The camping experience is physically, emotionally, and socially demanding. Each camp creates its own unique community with distinct cultural traditions and rules for the staff or campers. When camp is in session not much else exists outside of that world. Staff at Camp Shane, a trim down and fitness camp in New York, would often joke that World War III could begin while camp was in session but unless the attack happened next door, the staff would never know (T. Minkoff, personal communication, July 4, 1999).

In the unique little community that Camp Directors create for their staff and campers, there are opportunities for success beyond just having fun. Camps contribute to their patron’s life, leadership, teambuilding, and communication skills. Yet, those that are responsible for teaching these skills to campers, the camp staff, are often barely of age. The average age of those working at YMCA Camp Edwards for example is 19 years old (L. Werner, personal communication, April 3, 2007). Staff training serves as a time to teach the young adults skills needed to take care of a group of children and/or teens.
A parent is only responsible for taking care of his or her own children know their children’s likes, dislikes, and behavioral patterns. A camp counselor, on the other hand, is responsible for a cabin of kids whom they might have just met that summer and who usually come from diverse backgrounds. The number of campers in a cabin depend on camper-to-staff ratios and cabin space at each camp. According to the American Camp Association, Inc. (2007b), “the ratios at resident camps range from: One staff member for every five campers ages 4 and 5; one for every six campers ages 6 to 8; one for every eight campers ages 9 to 14; and one for every 10 campers ages 15 to 17” (¶ 19).

This project was designed to help the camp staff members become acquainted with the responsibilities of being a staff member/camp counselor prior to their arrival at the start of the summer. Although it is chiefly for the use of the first time staff members, its content is broad enough for returning staff members to benefit from using it as well.

The Next Stage

This script is not a final product. The intent is to eventually take it to a professional scriptwriter and
animation artist for creation. Prior to this, a sponsorship will need to be obtained and additional sections completed in order to create a marketable training program. These sections were not included in this project because of time constraints.

Production

Since the cost of creating such a program is extremely high, a sponsor will be needed to fully fund the game. For example, Brandwein’s (2003) Learning Leadership: How to Develop Outstanding Teen Leadership Programs at Camp is sponsored by the YMCA of the USA, AT&T Family Care Development Fund and the Best Buy Children’s Foundation. To do this, a sponsorship proposal will be created and presented to several camping organizations. Some possible sponsorships opportunities may be sought from organizations such as the International Camping Fellowship, American Camp Association, Canadian Camping Association, World Alliance of the YMCAs and YMCA of the USA, Jewish Community Center Association, Boy Scouts of America, Girl Scouts of America, 4-H, Campfire USA and the Office of Juvenile Justice and Delinquency Prevention. Third party and Independent video game developers will be considered as a source for sponsorships to help create the game. Third party companies
such as Nintendo, Sony, Castaway Entertainment, Disney, and XGen Studios may be sought for game development sponsorships. Funding for the sponsorship proposals will be provided by a silent partner, Quality Surgical Management, Inc.

Once the sponsors are found, the production of the program can begin. Additional subjects the final version of the program may include, though are not limited to, praising campers, telling a camper "that's not ok", guidelines for interacting with parents, first day fears, and camper crushes. By including as much training material as possible into a pre-camp training program in an interactive, fun style, Camp Director's can spend more time during staff week building teamwork, getting staff acquainted with the general program, discussing situations that might arise at camp, and preparing the camp for the campers' arrival. While keeping the overall program as short as possible is important in maintaining the Millennial's attention, keeping the game script interactive, entertaining, and comprehensive is equally important. Each additional vignette should contain interactive, flashy media activities to break up long segments of informational dialogue and encourage
participation. By hiring a professional scriptwriter to edit the script included in this project as well as any additional materials produced later, a quality program can be ensured.

Characters and scenes will then be sketched into storyboards by video programmers who will put the project "into motion" (Public Broadcasting Service, 2007, p. 3). This means that character's movements will be mapped, environments created, sound effects added, and the codes that control the game will be produced. Postproduction efforts will include "extensive testing, review, marketing and finally, distribution" (Public Broadcasting Service, 2007, p. 4).

There are several venues to market this program such as the American Camp Association's annual National Conference as well as at the regional conferences and the Internet. Creating an opportunity for the Camp Directors to play the games, listen to the content, and participate in the polled questions and answer sessions at these events will be the best way to promote this program. Though Camp Director's may not typically be Millennials, most like to play as much as their staff.
This game is intended to be produced on purchasable software. Resources that summer camps will need to use this product once it is completed are limited. Because of security issues such as hackers and viruses, camps will need to purchase the software, in bulk, and send them to their staff as opposed to purchasing a password to gain access to an online program. Included in the purchase of the program is an instruction booklet describing how to distribute, present, and use both the pre-camp and in-camp training programs. The in-camp training program will be a review program for the Camp Director to use with staff. In keeping with the interactive Millennial attention gaining methods, audience-polling devices (later described) will be offered for in-camp training purposes, though the program can also be offered without them.

As a follow up to the pre-camp training program, a Camp Director review section for the staff to participate in once they arrive at camp will be included. The follow-up program will also comprise a train-the-trainer manual. Since not all Camp Directors are educated in teaching or training, a train-the-trainer’s manual can help the Camp Director learn these skills, making them more effective. The manual will provide information about the Millennial
generation, immediacy and compliance techniques, and instructions for using the program’s in-camp review materials. Topics that the train-the-trainer’s manual will include are the purpose of the manual and program, staff demographics, why should Camp Directors learn about them, generational differences from past staff, tips for immediacy and compliance, and how to use the program.

The in-camp review materials will be offered in two different review formats. The first format, for camps that can afford the materials, will be a PowerPoint© presentation with interactive polling devices. The polling devices will be implemented so that Camp Directors can anonymously review the information with the staff to see if they used the program. These polling devices are also useful in appealing to the technology craving Millennials. The second format will be created without the polling devices so that camps that cannot afford them, such as non-profit organizations with little revenue like YMCA Camp Edwards, can still use the program.

Limitations

While this project is expansive enough for a variety of staff members, first year and returning or American and
international, there are a few limitations to note. While, this project is created with the Millennial staff member in mind, the generation's list of characteristics, outlined in Chapter one, is not an all-encompassing. Rather, it is a generalization that may not accurately describe each individual, but does include most.

Another limitation to this project is the inability to create one training game and mass-produce it for all camps to use. As mentioned in Chapter one, there is no one type of camp or camp staff. Daily schedules, emergency procedures, mission statements and goals vary from one camp to another. The mission of a weight loss camp, for example, is very different from the mission statement of an extreme, wilderness adventure camp. Therefore, individual scripts will have to be created for each special camp program. In addition, the need to update the game every few years to keep the pop-culture topics current and in vogue presents another limitation.

Finally, the last limitation is the cost of producing it. According to the Public Broadcasting Service (2007), Grand theft Auto: City Vice, a top selling sensation, cost $3-5 million to develop and another $10,000,000 to market. Though this training video is not intended to be as
impressive as *Grand Theft Auto*, the quality of the game’s animations will need to be near that level to genuinely capture the attention of the Millennial.

Conclusion

By using this game, Camp Directors can spend precious staff training week time delving into topics that are best suited for in-camp training. Sending this program to staff prior to their arrival is a way to avoid overwhelming the staff during training and gives them a chance to become acquainted with their new summer home. This training game is only a sample of what the staff needs to know. It is not intended to be a comprehensive training program; additional training will be needed in order for staff to oversee the campers properly.

As the camping industry races to catch up with today’s camper trends, it is important they not forget to keep up with staff learning trends as well. It is imperative that camping professionals and scholars work together as we move into the future to continue learning about each generation while remembering the generations that have passed to continue to find the best ways to serve them through training.
APPENDIX A

VIGNETTE 1: THE HISTORY OF CAMP
Blazing Trails

Blazing Trails is a program created for the staff member to use before the start of camp in his or her own home. The four main characters are HIRO, the Camp Director, JINX, an Asian American female returning staff member, BEANIE MAN, a Jamaican, male, staff member, and ERAGON, a European-American first year male staff member who is new to the camping experience. The three staff members are visiting camp to prepare for the upcoming camp season. They are alone at camp except for the office staff members. The two returning staff members are helping a nervous ERAGON become better acquainted with camp life.

The game’s menu page will begin with a picture of the camp map in the background. Different sections of camp map will become highlighted with the titles of the Vignettes and character selection becoming bigger, brighter, and larger as mouse is rolled over it. The staff will start this training program by going to the character selection area and choosing one of eight characters. There will be four male and female characters of different ethnicities including Caucasian, African American, Asian, and Hispanic.
EXT. DAY OUTSIDE THE MAIN LODGE

JINX AND BEANIE MAN ARE SITTING CHAIRS OUTSIDE THE MAIN LODGE. THEY CONFER SOFTLY OVER CLIPBOARDS AS ERAGON APPROACHES THE MAIN LODGE LOOKING LOST AND A LITTLE SCARED. THE COUNSELORS STAND UP TO GREET HIM.

JINX
Hey there, welcome to camp!

ERAGON REACHES OUT TO SHAKE JINX’S HAND.

ERAGON
Thanks. Glad to be here.

JINX
I’m Jinx it’s my second year here; last summer was totally amazing!

ERAGON
Nice to meet you.
BEANIE MAN

I'm Beanie Man, what's your name?

ERAGON

You want my real one or the other one? Because I think I'm named Eragon.

JINX

How did you earn that camp name?

JINX SITS BACK DOWN. BEANIE MAN POINTS TO HIS CHAIR OFFERING ERAGON HIS SEAT AND LEANS BACK AGAINST THE PORCH RAILING.

ERAGON

I'm not sure I earned it. I found a blue stone in the parking lot on my way in to the office. I gave it to the Camp Director; his name is Hiro, right?

JINX AND BEANIE MAN SMILE AND NOD.
ERAGON (continue)

I didn't know if it belonged to someone so I gave it to him. He laughed and said my name is now Eragon.

BEANIE MAN

Sounds to me like you earned it!

ERAGON

I guess I should go get the book and start reading it to learn more about my name.

JINX

Definitely! It's fun to get into your camp name! I'm JINX from the new James Bond movie. Better watch out!

JINX JUMPS UP, POSES AS IF SHE IS A BOND GIRL WHO HAS A GUN IN HER HANDS.

ERAGON

What are these nicknames all about?

JINX SITS BACK DOWN.
JINX

Sometimes it’s a good idea to separate you from your camp self.

ERAGON

What?

BEANIE MAN

What she means is who you are at home is not exactly who you are at camp. I’m Beanie Man because he’s my favorite musician but my real name is Jovani. Jovani has a girlfriend, enjoys long walks on the beach, and cave diving. The thing is my campers do not need to know about all of that stuff; it’s a bit too personal. Cave diving is a great topic of conversation with the kids; I bring lots of picture from home for them to see what it is and how I do it. I also bring my certification card to show them that you have to learn how to do it first. I don’t want them to try to do it if they aren’t experienced. I try to teach them that if you put in the time to learn you can achieve wicked things!
ERAGON

What a great idea!

BEANIE MAN SMILES

BEANIE MAN

My girlfriend and my liking long walks on the beach is not exactly what we camp people like to call "camp appropriate". My campers do not need to know about that stuff. It leads to topics of conversations that are taboo at camp. You’ll learn more about all of that later during staff training but one example of a topic that is not camp appropriate is sex. That topic is better left to their parents to discuss with them.

JINX

Sometimes it’s hard to remember to draw that line with your campers, especially if they are teens, so we create camp names to remind ourselves that our camp self is rated G. You don’t always have to come to camp with a camp name, some of the best ones are those that are given to you once up at camp.
ERAGON

Like mine?

JINX

Yep, now you have a great story for your name! One of my favorite camp names ever was "That Guy"! It was a hysterical, especially on parents' day the parents would ask their campers "What's your counselor's name; will you introduce him to me"? Then the kid would say, "That Guy was my counselor he's over there."

CUT TO PARENTS DAY SCENE

Parent

"What's his name"?

Camper

"That Guy"

Parent

"I see him, what's his name"?

Camper

"That Guy is my counselor."

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Parent

"What is your counselor’s name?"

Camper

"That Guy’s my counselor’s name"!

CUT BACK TO THE FRONT PORCH OF THE MAIN LODGE

JINX

It was hysterical. He got his name because he came to staff training a few days late. The staff kept referring to him as “That Guy”. Eventually the name just stuck and he decided it was the perfect camp name for him.

ERAGON

That is pretty funny!

JINX

Welcome to camp, where the fun never stops!

BEANIE MAN

You want to go inside and get a drink of water?
JINX and Eragon

Sure.

THEY WALK INTO THE MAIN LODGE WHERE THERE ARE ORANGE IGLOOS ON THE TABLE WITH CUPS FOR DRINKING.

BEANIE MAN

I’ve been going to camp since I was 8, but this is my third year here at this camp. No two summers are ever the same, but each one is a fun filled roller coaster. After one summer being a camp counselor, you’ll feel like you can do anything! And in all reality, you just might be able to.

ERAGON

What do you mean?

JINX

He just means that after everything you go through at camp, there is no mountain you can’t climb, no boo-boo you can’t fix, and there is no roommate issue you cannot resolve. After living in a cabin with 11 kids and no privacy, there is also no dorm room or apartment that is too small either!
BEANIE MAN AND JINX LAUGH AS BEANIE MAN POURS A DRINK FOR JINX WHO SMILES WITH GRATITUDE WHILE BEANIE MAN GOES TO POUR ONE FOR ERAGON AND HIMSELF TOO.

BEANIE MAN

But you’ll never forget the look on those campers faces as they leave on the last day of their camp session, with tears in their eyes, not wanting to leave, thanking you for the best summer ever and for some the best experience they will ever have. When I see that, I always feel as if I could leap tall buildings in a single bound.

JINX

Yeah... me too.

LOOKING OFF INTO THE DISTANCE REMEMBERING.

BEANIE MAN and JINX

Sigh...

ERAGON

So... why am I here now? What’s the point? Camp doesn’t start up for months!

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THERE IS A LARGE SIGN ON THE DOOR LEADING OUTSIDE THAT SAYS "NO FOOD, DRINKS, OR DISHES MAY LEAVE THIS AREA". THEY ALL WALK OVER TO THE TABLES TO HAVE A SEAT WHILE THEY FINISH THEIR DRINKS.

BEANIE MAN

Yeah we know, but we're here to learn a little about camp before staff training week.

ERAGON

Then what's the point of staff training week?

JINX

To learn to be a camp counselor of course and to learn to work together!

BEANIE MAN

The Camp Director, Hiro says that staff-training week was like "drinking water from a fire hose". You have so much to learn in just a few days that sometimes it's hard to quench your thirst for knowledge. You're here to get a little information about camp before you are put in front of the fire hose. This mini training session will give you a
chance to learn about the history American summer camps and the YMCA; it'll also give you a heads up on what camp is all about. We're here to give you some helpful hints about managing campers, and maybe even inspire you to think about situations you might encounter before you arrive at camp.

ERAGON LOOKING OVERWHELMED

ERAGON

Is there really that much to learn, Jinx?

JINX

Kind of, but most of its common sense and all of it is fun stuff designed to help make you a better counselor.

ERAGON

When do we begin?

BEANIE MAN

How about tonight at campfire?
EXT. Twilight at campfire.

THE SKY IS VISIBLY GETTING DARKER AS THE FULL MOON COMES OUT AND THE NIGHT SKY FILLS WITH STARS. THE CAMPFIRE IS LIT IN THE TRIANGLE FIRE PIT. THE THREE STAFF MEMBERS ARE SITTING AROUND IT WITH HIRO AT THE TOP OF THE TRIANGLE. THEY ARE ALL WEARING LONG PANTS AND SWEATSHIRTS. EACH HAS A CAMPFIRE STICK IN THEIR HAND AND MARSHMALLOWS, GRAHAM CRACKERS, AND BARS OF CHOCOLATE NEXT TO THEM. HIRO IS SHOWING THEM HOW TO MAKE S’MORES WHILE TELLING THEM A LITTLE ABOUT CAMP.

INTER ACTIVITY: To keep the staff watching actively engaged in the program, a game is included during the campfire scene. Whenever the staff member uses the arrow keys or the "C" key, their character’s arms will come up and try to catch a firefly in a jar. For each firefly they catch, they will earn one point to add to their total training games score. The purpose is to keep the staff alert at all times, just like when they will have to be at campfires with campers during the summer.
HIRO

How about we start learning about camp with a little history lesson about camping programs in America?

HIRO STICKS A MARSHMALLOWS ON THE END OF A STICK AND INDICATED TO ERAGON WITH A NOD OF HIS HEAD THAT HE SHOULD DO THE SAME.

FIREFLY.

ERAGON

Hiiisssttoooorrrrrryyyyyyy? I thought I was taking a break from school!

BEANIE MAN

Hey mon, don’t ya know... “If you don’t know your past you won’t know da future”

ERAGON

This had better be good!
HIRO

Trust me! If you wanna get to know camp people, you've gotta know a little about the history of camping, buddy.

ERAGON

OK, OK! I get it. Let me guess, you're gonna start with "Once upon a time".

HIRO POINTS AND WAGS HIS BURNING MARSHMALLOWS AT ERAGON WHILE SPEAKING AND THEN BLOWS IT OUT. BEANIE MAN AND JINX STILL HAVE THEIR STICKS WITH MARSHMALLOWS IN THE FIRE TURNING THEM OVER SLOWLY. THEIRS ARE SLOWLY TURNING GOLDEN BROWN. ERAGON LOOKS AT HIS OWN MARSHMALLOWS WHICH HAS ALSO CAUGHT ON FIRE, HE BLOWS HIS OUT TOO.

HIRO

Hey Kiddo! Don't get cute on us now!

ERAGON

Fine, tell it your way.
HIRO

Okay, I will "Once upon a time..."

THEY ALL LAUGH.

FIREFLY.

HIRO

Camping as we know it today is an American pastime that started in the mid 1800's. Today there are camps all over the world, but the first camps were created here in the United States to help get kids out of the cities and back into the wilderness.

ERAGON

Why did people want their kids to leave the cities?

HIRO

Well, around that time the second Industrial Revolution started.

HIRO UNWRAPS A CHOCOLATE BAR, BREAKS IT IN HALF, AND GIVES ONE SIDE TO ERAGON ALONG WITH 2 GRAHAM CRACKERS. ERAGON LOOKS A BIT LOST.
ERAGON

So?

OUT OF THE FIRE PICTURES LIKE THIS ARE SHOWN

(Memmolo, 2007, p. 1)

FIREFLY.

HIRO

You see before the 1st revolution everything was powered by water, but once they figured out how to use steam to power their factories the Industrial Revolution was on in full force. Eventually they harnessed electricity and that's when people started getting creative and inventing things.

JINX

Like what?

PULLING HER MARSHMALLOW OUT OF THE FIRE AND PUTTING HER HAND OUT FOR SOME CHOCOLATE AND GRAHAM CRACKERS FROM HIRO. BEANIE MAN DOES THE SAME IN A HEARTBEAT.
BEANIE MAN

Ooh, I know that! The printing press was invented. Henry Ford invented the assembly line, which was created to mass produce goods (Memmolo, 2007).

HIRO DEMONSTRATES HOW TO CREATE THE S'MORE FOR ERAGON. JINX AND BEANIE MAN ALSO CREATE THEIR S'MORE.

HIRO

That’s what brought people to the cities.

ERAGON

Oh...

ERAGON TRIES AND FAILS TO MAKE HIS S'MORE LOOK AS NICE AS HIRO’S.
ERAGON

You know this S’more stuff is messy!

EVERYONE LAUGHS. HIRO HANDS HIM A TOWEL.

HIRO

That’s why the campers like them so much! You’ll get the hang of it too, don’t worry. It just takes a little practice.

BEANIE MAN

And you’ll get plenty of practice this summer!

JINX AND HIRO CHUCKLE. ERAGON TAKES A BITE.

ERAGON

They taste terrific!

JINX

That’s why we love them... at the beginning of the summer.
HIRO

Getting back to the topic at hand, the first camp ever was called Camp Gunnery in 1860 and was run by Headmaster Gunn of the Gunnery School boarding school in Connecticut. Camp Gunnery lasted only 2 days its first season. It was created to help boys, who desperately wanted to fight in the Civil War but were too young, get ready for the situations they would face as soldiers.

JINX

I didn’t know that!

BEANIE MAN

I read about that in Eleanor Eells’s book this winter when I was feeling a little camp sick.

JINX GIVES BEANIE MAN A KNOWING LOOKING. FIREFLY.

ERAGON

Camp sick, what’s that?

JINX

You’ve hear about homesickness right?
ERAGON

Yeah...

FIREFLY.

BEANIE MAN

Well, when you go home after a great summer like the ones here at Camp Edwards, sometimes you get a little camp sick.

ERAGON LOOKS CONFUSED. JINX GETS UP TO GRAB ANOTHER LOG FOR THE FIRE AND THROWS IT INTO THE PIT. EVERYONE LEANS BACK TO WATCH THE SPARKS FLY UP INTO THE NIGHT SKY WHICH HAS DARKENED INTO A DEEP INKY BLUE COLOR WITH LOTS OF TWINKLING STARS.

FIREFLY.

HIRO

Don't worry, we'll talk about what homesickness is later then you'll understand why we get camp sick at home and homesick at camp.
ERAGON

Ok, but I want to hear more about that history stuff, what did you learn from that book Beanie Man?

BEANIE MAN

Well, the kids at Camp Gunnery hiked 40 miles to Welch's Point on Long Island Sound. They only had 2 donkeys to carry their stuff, a wagon for the tents, and a carriage to carry Mrs. Gunn and her companions.

LAP DISSOLVE TO CLIP OF THE CAMP GUNNERY BOYS

(Eells, 1986, p. 4)

ERAGON

Makes me glad to live in this revolution!

JINX

Tell me about it... do you know what women had to wear back in those days?
BEANIE MAN

The boys on the trip lived simply doing their own chores and cooking. But it wasn’t all work; the boys played games and went swimming and fishing too. Eells’s (1986) wrote that, “from what we know of Gunn’s philosophy, we might infer that there were also times of serious discussion” (p. 6). The boys would discuss the war and what it meant to the Union as well as many other important topics. Camp Gunnery continued for 15 nonconsecutive seasons and during that time the boarding school where the camp originated grew from 10 to 70 boys.

CUT TO CAMPFIRE

ERAGON

Wow.

FIREFLY.

JINX

Well, camp’s a cool thing!
It was so cool to those kids that one of them started up a camp too and called it Camp Keewaydin.

Did you know that Camp Keewaydin is still around today? It is actually the same camp that the former CEO of Disney, Michael Eisner, went to and wrote about in his book *Camp*.

For real?

Hey, I know something about that! I read the book this winter as my camp sick book. I though it was tight. That camp is very different from Edwards but Mr. Eisner describes his fears about going to camp for the very first time very well. It made me think of my campers' first days at camp and what they must be going through.

I might read that one next; can I borrow your copy?
JINX
Sure!

ERAGON
Maybe I should read some of that stuff too. I mean I only know what I see on TV about camp.

JINX
Oh, that stuff is so fake!

BEANIE MAN
Yo, if I went to the camp that the Addams family kids went to, I’d pull my dreads out! No counselor I know of is that corny.

ERAGON
So we don’t have to act like that, all perky and stuff?

FIREFLY.

HIRO
NO WAY, just be energetic and happy to be here! If you’re excited about camp then your campers will be too!
ERAGON

Thank goodness!

PAUSE

ERAGON (continue)

But, what about stuff like that TV show Bug Juice.

BEANIE MAN

Hey, I went to that camp as a kid! They called the show Bug Juice because that's what used to be a staple at camp; we'd drink it at every meal. It's just watered down powdered drinks. There were always flies around the jugs they made it in because it was so sweet! My favorite was the red kind but they had purple and orange too.

ERAGON

Ulch... That sounds gross.

BEANIE MAN

Actually, it kinda is, but after you've already had a few and when you're hot after playing all day long anything cold tastes good.
JINX

Gross, I'm glad they've got better stuff now!

FIREFLY.

HIRO

Well, at least at our camp they do!

THEY ALL LAUGH

BEANIE MAN

Camp is a lot like what you saw, but in Bug Juice it seemed to be a little more... dramatic. Besides, camp of the East Coast is different from the West Coast.

JINX

Really? How so?

BEANIE MAN

On the East coast the sessions are longer and quite a few campers stay for the entire season which is anywhere from seven to 10 weeks depending on the camp. On the West coast,
the sessions tend to be shorter and few stay for the entire
summer.

HIRO
At Camp Edwards, campers have to go home at the end of each
session even if they are coming back the following session.
Our Camp sessions last anywhere from four nights and five
days to a full week. The sessions are broken up by age
groups and activities. There are a few campers who may come
back for several sessions but not many, and since the
sessions are split up by age groups, none stay for the
entire summer.

ERAGON
Oh, good to know.

HIRO
Would you like more "history stuff"?

ERAGON
Sure.
JINX
I'm game.

BEANIE MAN
Respect!

HIRO
Reynold Carlson, the former president of the American Camp Association...

ERAGON
What's that?

FIREFLY.

HIRO
There are several associations for camping professionals can join. The most prominent one is the ACA or American Camp Association, though it was called the American Camping Association up until a few years ago. They tout that they are the leading authority when it comes to camp and child development. Over 2,400 camps have been accredited which means they were inspected and met up to the 300 standards
HIRO (continue)

created by the ACA. ACA accreditation is voluntary for camps, but many go though it to ensure that their camp meets the high standards of safety, health, staff training and practice, emergency planning, and program quality that the ACA holds.

ERAGON

OK.

FIREFLY.

HIRO

Reynold Carlson was the Director of the ACA from 1949 to 50. He wrote:

Outdoor living by young people in small groups within large camp communities, isolated from city distractions, dedicated to free and joyous experiences with educational values, with leaders especially selected for their understanding and guidance skills: this is the American concept of camping. (Eells, 1986, p. v)
JINX

That’s a great way to look at the philosophy of camp! Carlson was the president of the ACA over 50 years ago but he still described camp today!

HIRO

Well, as I once heard at a camping conference...

ERAGON

There are camping conferences?

FLASH TO SCENE OF DIRECTORS AT A CONFERENCE

FIREFLY.

HIRO

Oh yeah! The ACA has them very year! A whole bunch of camp people getting together to talk about camp!
JINX

That must be a sight for sore eyes!

CUT BACK TO CAMPFIRE.

HIRO

It sure is! Anyway, at the conference I heard someone say that "while clothing, music, and pastimes have changed over the years, camp has always been a place where children could prepare to be productive and healthy adults in the context of fun and games" (ACA, 2005b, Introduction section, ¶ 1).

ERAGON

Deep.

JINX and BEANIE MAN

Yeah.

HIRO

Camping's "feeling" comes from back in the old days.

FIREFLY.
ERAGON

You mean when TV screens were only in black and white?

HIRO

No, I mean back when there was no TV or radio. I'm talking about the days of the great Frontier settlement.

JINX

Where's that?

BEANIE MAN

Back in the day, settlers used to live on the edge of the settled country, those are like little towns.

LAP DISSOLVE CAMP FIRE TO THE GREAT FRONTIER

(Wainwright Main Street Project, 2006, p. 1)

BEANIE MAN

That edge outside of the known regions was called the frontier. The people who went to live on the frontier got
to know the Indians well. While the European settlers did
tons of despicable things to the native Indians, they also
respected them greatly. The Indians believed in a Supreme
Being, which was a big plus for the Christian settlers of
the day, and they had long-standing traditions of bravery
and courage. It was the Indians who taught the settlers to
live off the land and basic survival skills they would need
in this "New World". The settlers learn about their tribal
counsels and appreciation for art, song and dance.

HIRO

Romanticized legends and tales of the explorer, fur
trader, trapper, settler, cover wagon pioneer, cowboy,
and Northwood’s logger have been woven into American
art, music, and literature and have influenced the
character of [summer camps]. (Eells, 1986, p. vi)

Many camps still bear the mark of the adventure of the
westward movement and the American Indian lifestyle. Camp
is supposed to be about having fun, but it’s about learning
too. Learning to share, work together, become a leader,
challenge yourself are all things that we try to instill in
our own campers just as Headmaster Gunn did in his day.
ERAGON

That's crazy. I had no idea that camp had that much history.

HIRO

Here's a little more. The first YMCA opened in the US on December 29, 1851 by Thomas Sullivan in Boston. Nineteen years later there were 700 YMCA's serving 100,000 members in Canada and the US alone. In order for kids to come to Camp Edwards today, they must pay an annual membership fee of $36.00. Some think that's a steep fee even though we offer scholarships to anyone who needs one, but when you consider that in 1869 the fee was $2.00, I'd say that the price has not gone up much in the last 150 years!

JINX

I'd say. I can hardly believe that the price hasn't gone up that much at all, only $34.
DISSOLVE TO CAMP DUDLEY

HIRO

The first Y-Camp started just 5 years before the Battle of Wounded Knee. Summer Dudley, a Y volunteer, took a group of boys camping at Orange Lake in New York. He’s the one who coined the term YMCA camp (YMCAexchange, 2005).

The Redlands YMCA bought their own camp in Seven Oaks near the Santa Ana riverbed in 1926. Camp Edwards was named in 1934 and its present location was obtained in 1938. The Camp got a facelift in 1948, with gifts of manpower and money and the help of 400 volunteers. A new pool was dedicated in 1985 along with shower rooms and winterizing projects. The next year the Kiwanis Club remodeled handicapped accessible restrooms. (YMCA of the East Valley, 2005, ¶ 7)

CUT TO CAMPFIRE

FIREFLY.
ERAGON

Is there going to be a test on all of this later?

HIRO LAUGHS WHILE REACHING FOR ANOTHER ROUND OF MARSHMALLOWS FOR THE GROUP AND PASSES THEM OUT.

HIRO

No, I don’t give tests! This is camp, not school. The real test is the one your campers will give you.

ERAGON

What do you mean by that?

JINX

Each session you’ll have different campers in your cabin, if they are having a great time; then you’ve passed the test!

BEANIE MAN

Campers have no qualms about telling Core Staff, the people in charge of camp, if they don’t like something or someone. If you know something about the history of camp in general as well as YMCA Camp Edwards’ history, you’ll be better at
BEANIE MAN (continue)

answering questions your campers might have and you’ll be better equipped to get their attention when they don’t really feel like doing something.

ERAGON

Does that really happen? Do kids come to camp and then not want to do anything?

JINX

Sad, isn’t it? Camp is the best place in the world, but some kids feel bitter because they think their parents are just dropping them off so they can go on vacation.

ERAGON

Wow, is that true Hiro?

HIRO

Unfortunately sometimes it is. The kids at Camp Edwards are from very diverse backgrounds. We give out many scholarships each year to kids whose parents cannot afford to send them or to kids from group homes and foster care. There are also the kids who have been coming to camp for
HIRO (continue)
many years or heard about it from a friend who came here before. We have all races and nationalities at camp.

ERAGON
So, you have a very diverse group of kids. What are their ages?

JINX
They come to camp in sessions that are limited by age ranges. One week we’ll have 9-13-year-olds and the next it may be 7-11-year-olds or teens. Each session also has a theme to go with it.

DISSOLVE TO KIDS AT CAMP DURING CIRCUS WEEK

HIRO
This summer the first session is “Treasure Island Week” for kids who are 9-13 years old. We also offer one week of camp called “Circus Week”. You see the Redlands Family YMCA has the oldest family run circus in the Nation called “All
HIRO (continue)

American Great Y Youth Circus”. One week during the summer anyone who is interested in trying circus to see if they would like to join or anyone who is in the circus already can sign up and spend a week using the equipment. The circus trainers come up to camp and stay the week to teach the campers what to do. It is a long-standing tradition at the Y and that week is usually one of the first to fill up.

CUT TO INTERNATIONAL STAFF WITH KIDS

FIREFLY.

BEANIE MAN

Like me! When I was a kid, I heard about summer camps from a friend who went to camp in the states each year. It was a family tradition. One year he invited me to go with him. After that summer I was hooked! When I became old enough to be a Counselor, I checked out international exchange staffing agencies.
“Each summer U.S. summer camps employ approximately 25,000 international counselors, nearly 20 percent of the total counselor population” (Harwood, 2001, p. 1). They make it into the US through agencies that help them obtain their visas. Agencies like Camp Counselor USA, BUNAC, and International YMCA ICCP visit over 50 countries including Canada, Australia, Ireland, Brazil, and Russia.

ERAGON

That is so neat!

HIRO

This summer I’ve hired a few international staff members to join us. "When these counselors play an active role [at] camp and share their customs, language, music, and way of

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HIRO (continue)

life, they give incredible gifts of knowledge to staff and campers alike" (Harwood, 2001, ¶ 1). The campers love learning about new countries and many of the international staff love learning about our way of life too. They often come to camp with pictures to share of their native countries and bring flags of their countries to hang on the walls.

ERAGON

So how will all that history stuff you told me tonight help me get the kids involved?

CUT TO JINX AND HER GIRLS ON THE BASKETBALL COURT.

JINX

Well, I like to use the fact that basketball was invented in 1891 at the YMCA (Stobbe & Weterings, 2001)! I encourage them to take part in the long history of the sport.
JINX (continue)

That way, when they go home they can all tell their friends they played basketball at the YMCA the place where it was invented! They eat it up!

CUT BACK TO CAMPFIRE

ERAGON

That’s a great idea!

JINX

I’d love to take credit for it, but actually it was Beanie Man who gave me the idea last year.

BEANIE MAN

Once, the boys in my cabin were having trouble getting
along and they were not working together to solve the problem. They were all 11 years old and had all taken a side in the fight. It was like a battle between the groups.

DISSOLVE TO SCENE OF A YOUNGER BEANIE MAN TALKING ABOUT THIS TO HIS CABIN OF BOYS AT THE TEAM CHALLENGE AREA.

THE YOUNG BOYS ARE ALL LOOKING UP AT YOUNG BEANIE MAN WITH ADMIRATION AND AT EACH OTHER WITH CONTEMPT.

Present BEANIE MAN (continue)
I took them out to the team challenge activity area and told them that in 1961 when JFK founded the Peace Corps, he patterned it after the YMCA World Service.

Younger BEANIE MAN
As a member of the YMCA it is your duty and responsibility to help solve any problems with each other before they get out of hand. After all Y members are leaders. I believe that if there is a summer camp that can help create peaceful places like the Peace Corps can it's the Y-Camp
Younger BEANIE MAN (continue)
and we’re not going to stop working on it until we fix the
problem!

THE CAMPER’S EXPRESSIONS OF CONTEMPT SOFTEN A LITTLE AND AS
THEY ALL TURN TO EACH OTHER TO START WORKING ON A TEAM
CHALLENGE THEIR EXPRESSION TURN INTO EXPRESSIONS OF
DETERMINATION.

CUT BACK TO CAMPFIRE

ERAGON

Wow, that’s it, that’s all you had to say to get them to
work together again?

FIREFLY.

BEANIE MAN

Boy do I wish! No, it took a long time to solve all of the
problems that had come up in the cabin that summer, but
after that it was a bit easier to get them to try and solve
the problem rather than fight. I ended up giving our cabin
BEANIE MAN (continue)

a theme for that session. We were the Peace Corps Volunteers! Our cabin was called home base and our mission was to bring peace everywhere! They were so funny about it. They drew and wore peace sign badges and marched around camp “doing good”, well whenever they weren’t fighting with each other. By the end of the week, they were all sad to be going home and leaving their new friends. The next summer they came back to camp and all requested to be cabin buddies.

JINX

I remember those boys last summer! They were still trying to “do good”!

FIREFLY.

ERAGON

Sweet, will that work every time?

BEANIE MAN

I wish. It worked with that cabin because the boys were the right age; if my boys had been 13 or older it would not have worked out as well. In fact, I’ve had that scenario
BEANIE MAN (continue)

fail on me before. I didn't do a good job setting up the story and the boys were too mature. When they told me to "get real" they were too old to fall for something like that I asked them to prove it to me by solving the problem in the cabin on their own. Thankfully, they did solve their problem, with a little mediation on my part, and the situation turned out fine.

HIRO

It sounds to me as if you were able to recognize that they were frustrated with your patronizing them, well, patronizing in their eyes, and then you gave them the respect they felt they needed to work it out on their own!

Good job.

BEANIE MAN

Respect!

HIRO TURNS TO FACE ERAGON MORE DIRECTLY.
HIRO

It’s important to listen to all of the feedback your campers send; verbal and nonverbal kinds. Kids aren’t always able to articulate what’s bothering them so they simply lash out at everyone around them. When Beanie Man told them to “figure it out on their own” after they told him to get real with that kid’s story, he gained respect from them.

ERAGON

Ok. So I can use the history I’ve learned tonight in many ways like motivating my campers to participate and to help encourage them to get along as well as to help me and others like me who are first timers at camp understand why the traditions of camp are the way they are.

JINX

You’ve got it!

ERAGON

What else do I have to know?
HIRO
A bunch more, but we’ll take it one-step at a time! How about I show you around camp tomorrow and let you in on what daily camp life is like as well as what you should expect from a camp and what we will expect from you?

ERAGON
Sounds great to me!

FIREFLY.

BEANIE MAN
Each night we close campfire down with the same song. It’s called Circle by Harry Chapin (1985). It is our tradition that everyone stands in a large circle around the campfire with our arms crossed in front of us, right arm over the left, holding hands with the person next to us. It is never a perfect circle because it is hard to fit that many people into a single ring circle around the campfire, but we NEVER leave anyone out.

THEY ALL STAND UP AROUND THE FIRE AND CLASP HANDS RIGHT OVER LEFT BEFORE JINX LEADS THEM IN THE SONG.
JINX

All my life's a circle;
Sunrise and sundown;
Moon rolls thru the nighttime;
Till the daybreak comes around.

All my life's a circle;
But I can't tell you why;
Season's spinning round again;
The years keep rollin' by.

It seems like I've been here before;
I can't remember when;
But I have this funny feeling;
That we'll all be together again.

No straight lines make up my life;
And all my roads have bends;
There's no clear-cut beginnings;
And so far no dead-ends.

Chorus:
I found you a thousand times;
I guess you done the same;
But then we lose each other;
It's like a children's game;

As I find you here again;
A thought runs through my mind;
Our love is like a circle;
Let's go 'round one more time.

Chorus

FADE TO BLACK
APPENDIX B

VIGNETTE 2: WHAT TO EXPECT AT CAMP
EXT. Morning at Chapel

HIRO, BEANIE MAN, JINX, AND ERAGON ALL MEET AT THE CHAPEL AFTER BREAKFAST IN A GOOD MOOD WITH WATER BOTTLES IN THEIR HANDS. HIRO, JINX, BEANIE MAN AND ERAGON ARE TALKING ABOUT WHAT TO EXPECT ONCE THEY ARRIVE AT CAMP.

HIRO

Summer camp is a great place to provide many of the skills needed to be successful. It is a unique place. Kids are free to try new things, learn about themselves, make friends and grow. In 2000 the ACA asked campers at 20 camps to answer the question, "If explaining camp to friends, what would you say you learn here?" (ACA, 2007a, ¶ 5)? Some responses were:

CUT TO CAMPERS BEING INTERVIEWED AT CAMP
15 -YEAR-OLD FEMALE CAMPER
"You learn mostly how to interact with different kinds of people and are open to different ideas. You learn how to cooperate well with others who share and don't share the same opinions as you" (ACA, 2007a, ¶ 5).

10 -YEAR-OLD MALE CAMPER
"I learned to listen to what other people say" (ACA, 2007a, ¶ 5).

12 -YEAR-OLD MALE CAMPER
"I learned to have fun, be a leader, discipline, and most of all - respect" (ACA, 2007a, ¶ 5).

9 -YEAR-OLD FEMALE CAMPER
"You learn how to make new friends, learn different sports, and learn that camp can be a very good part of summer" (ACA, 2007a, ¶ 5)!

CUT TO CAMPFIRE
HIRO

As a camp counselor you too will have the opportunity to grown, discover new things about your self, learn to listen to others and be a leader. This will be a rewarding summer for you. Being a camp counselor is often hard work where the more you put into it the better it will work out.

BEANIE MAN

I learned that it is important to remember that camp changes every year.

JINX

What do you mean?

BEANIE MAN

After my first summer as a camp counselor, I signed up for another season expecting it be as amazing as the first one. When I arrived at camp that summer I was filled with memories of the summer before and anxious for a repeat of all my amazing adventures. The problem was you cannot repeat a summer.
JINX

Why is that? This is my second year at Camp Edwards and I was hoping to have as much fun as I did last year.

BEANIE MAN

Don’t worry; I’m not saying that you are going to have a bad summer, this time around; I’m saying that you are not going to have the same kind of fun this summer. It can’t be! There will be different kids and counselors at camp this summer.

HIRO

The mind has a funny way of erasing the not so great memories with the totally amazing ones. Often when we reunite with old friends we remember them as they were not as they are now. Camp is a place of constant change, new campers and staff members arrive each summer creating a new atmosphere. Could you imagine last summer without Beanie Man there? It would have had a totally different feel to it.

JINX LOOKS A LITTLE UPSET BY THIS.
JINX

That's true. I guess have been expecting to have the same kind of summer as last year. I'm expecting to have an amazing time with my friends most of who are also returning this summer. But they will be a little different too huh?

BEANIE MAN

Yes they will. You're still the amazingly fun gal from last year, but you have changed a little too; you've grown up some. The rest of the crew will have grown up too.

ERAGON

That makes a lot of sense. If you really think about it, even the campers will be older and more mature then they were last summer.

HIRO

Very true, Eragon. Some of the campers who have grown up with us will be returning to camp this summer as staff. It is an exciting time for them but it can be a tough transition for them to make.
ERAGON

Why is that? I would think it would be easier than being a new staff member.

BEANIE MAN

In some ways it is because you are not new, you know the camp layout, the staff and campers. I found it to be a lot harder though.

DISSOLVE TO TEENS AT CAMP

BEANIE MAN (continue)

When you’re a camper, there is nothing cooler than a counselor. They get time off, days off, nights off, they can make phone calls, they seem to have an insider’s language that no camper will ever understand; they are the epitome of hip, cool and special. The thing is, campers usually don’t notice the behind the scenes action that goes on to make camp run.

CUT TO TIRED STAFF WORKING LATE AT NIGHT
BEANIE MAN (continue)

After my first week as a counselor, I was completely wiped out! I had no idea that it took that much work.

CUT BACK TO CAMPFIRE.

BEANIE MAN (continue)

The first summer I became a counselor was on the East Coast where the campers stayed at camp for either 3, 6, or 9 weeks. I remember thinking it was going to be so cool; I was going to be so cool. I was finally old enough to go out with the staff, head over to the staff lounge, and make phone calls whenever I wanted. No one would make me do the activities when I didn’t feel like it anymore and campers would listen to me. Little did I know the joke was on me.

ERAGON

What happened?

BEANIE MAN LAUGHS
I got a little pay back for all those years of being a rowdy camper.

The Core Staff decided to give me and another international staff member a cabin full of 16 12-year-old boys. The problem was the other staff guy was a waterfront staff person who never left the lake. The 16 rowdy boys were all mine, all day. That year Austin Powers had just come out and the kids were all excited about it. They walked straight up to the female Assistant Director, and said “do you want to shag me baby”? I was mortified, those boys drove me insane. I figured they wanted me to be cool with them because that’s how my counselors were. I had hardly paid attention during staff training because I figured I already knew it since I had been tot the camp before. Eventually I pulled it together, learned that campers want
more than a cool counselor, they want a strong, consistent, and confident. It took a long 2 weeks but I will tell you now that I wrote a letter to one of my old camp counselors at the end of that summer apologizing for being such as brat as a camper.

THEY ALL LAUGH

HIRO

I'm sure he loved getting that letter. But you are right; one of the hardest realizations for campers who have been hired to be staff members is that while being a camp counselor is a LOT of fun, it is a tough job.

JINX

I know what you mean. I was pretty tired after my first week last year too. I remember thinking that I had no idea there was that much to being a counselor.

BEANIE MAN

It's not too much once you get the hang of it. The important thing is to get some sleep. I remember hanging
BEANIE MAN (continue)

out until all hours of the night during staff training week. When they gave us the night off before camp started we went out for dinner and then over to the staff lounge to hang out. We had so much fun that night that the next morning we were exhausted and the campers hadn’t even gotten there yet!

JINX

Last summer everyone went out for dinner too and then we came back and watched movies, we stayed up late too and were a little tired in the morning. What was worse for me was staying up until the very last moment on each and every one of my nights off. Towards the end of the summer I was so tired that I stayed in my cabin and went to sleep at the same time as my girls.

ERAGON

Well, that’s good advice.

HIRO

It certainly is. One of your best resources for getting advice, Eragon, is from the returning staff members. Ask me
HIRO (continue)

for their contact information later on so you can get to know some of counselors before camp starts. You can always email the camp you have been hired at to see if they will set you up with the information of some of the returning staff. That way, you’ve not only gotten acquainted with a few people before you arrive making that first day less intimidating, but you’ll have a great way to get some more information about camp from a returning staff member’s point of view.

ERAGON

For Sure!

JINX

Be sure to ask them what they would have like to known before their first summer at camp. I wish I would have know to bring a mattress pad for my bunk, thank goodness I brought mine this time!
ERAGON

What a great idea. My back is a little stiff from sleeping in a different bed, but it's no different from my dorm room.

DISSOLVE PICTURE OF BEDS

BEANIE MAN SNORTS A SARCASTIC LAUGH

BEANIE MAN

You just keep telling yourself it's from sleeping in a new bed; I did that my first year too. I found that it's from not having the right sleeping equipment. The mattress is a great idea. I wish someone had told me to bring 2 pillows!

HIRO TURNS TO JINX AND BEANIE MAN

HIRO

I will be asking the returning staff to help me out during staff week this summer. I would like you all be ready to give some good advice to the new staff with stories about good and bad days you've had (Rollins, 2001). Let us
HIRO (continue)

know why you thought it was a good day or how you turned a bad day into a good one.

JINX WHINES

JINX

Are we going to have to go through staff training again?

HIRO

Yes, you will. Remember how last summer you became friends with all of the other staff members during staff week?

JINX NODS

HIRO

Well, if everyone had not participated we would not have become the team that we did.

JINX

Good point, but do I have to sit through all of it? What’s the point?

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HIRO

One point is to refresh your memory about the rules and regulations at camp; the other point is to learn what changes are being made at camp this summer.

JINX SITS STRAIGHT UP

JINX

What do you mean "changes"?

HIRO

Things do not always stay the same at camp. As new staff members are hired and new programs are created, new policies have to be addressed to help facilitate the change. For example, this summer we've been talking about having Chapel after breakfast and clean up before breakfast.

BEANIE MAN

You know I like that idea.
HIRO

I thought you might. During staff training, I will also be asking you to help by answering questions for the new staff members like:

Why do you choose to work at camp? What is the most challenging part of your job here at camp? What does a “superstar” staff member at this camp do differently as compared to other staff? What does a “slacker” staff member at this camp do differently as compared to other staff? What is a strategy you have found helpful to reduce your personal stress level? What is something we can do as a camp community to make your specific job easier? What advice do you have for new staff members? How can we all work together as a team to implement the camp mission and philosophy? (ACA, 2006, ¶ 10).

ERAGON

Those are some good questions. I can’t wait to get the answers. Is there anything I should think about or expect from camp when I arrive?
HIRO

Good question! We’ll get to things to think about before you get up to camp later on in this training, but I think we should discuss what to expect because that’s very important.

BEANIE MAN

True.

HIRO

There are a few things that should expect from a camp such as a place to sleep and food, otherwise it is often best not to expect anything!

ERAGON

What, what do you mean by that?

HIRO

I mean just what I said; you shouldn’t come to camp with any expectations. As I mentioned, earlier no two summers are alike and neither are two sessions at camp. Being a camp counselor means having to be flexible. Just remember to come to camp ready to have fun, meet new people, and
HIRO (continue)

work hard. Most counselors like to pack a little more than
is on the list, but don’t bring too much with you and worry
about forgetting something at home. There is a Wal-Mart at
the bottom of the hill where you can buy whatever you
need.

JINX

The cabins do not have shelves or drawers so you are
basically living out of your suitcase all summer. We
usually have to switch cabins during the summer too because
of the different sessions. The paths between the cabins are
dirt paths, but the camp has wagons to help you move your
luggage when you need to.

ERAGON

What about bringing those plastic drawers with me?

HIRO

As long as they do not block the heaters or the doors,
that’s fine with me. The might be hard to move around camp
though.
JINX

The girls like to bring those shower caddies with us so we can keep our shower stuff together and it makes it easy to carry to the bathrooms.

BEANIE MAN

Just remember that whatever you bring with you need to be "camp appropriate" and rated G.

CUT TO PICTURE OF THE INSIDE OF A CABIN

BEANIE MAN (continue)

You will be living in a cabin of kids with very little privacy. The campers will be watching your every move. Our cabins are simply and open area with bunk beds inside. The floor is carpeted and there are heaters in the cabins for the colder night in August. There is a desk in the cabin to keep some cabin items and for a place to work. There is not much room to store your items as each person only gets ¼ of the room underneath the bed. The mattresses are very nice and thick compared to most camps I’ve been
to. The bunk beds are made of wood so there are no sagging beds to worry about either.

CUT TO CHAPEL

HIRO

My first year as a counselor at staff training, the Camp Director read this poem to us on the first day of staff training. I’d like to share it with you. It was written in 1965 by Dr. Phyllis Ford.

What is a Camp Counselor?

Somewhere between adolescence there occurs in human development an age which is physically and
psychologically impossible. It is that unfathomable stage known as the camp counselor: a creature undefined by psychologists, misunderstood by Camp Directors, worshipped by campers, either admired or doubted by parents and unheard of by the rest of society.

A camp counselor is a rare combination of doctor, lawyer, Indian and chief. She is a competent child psychologist with sophomore textbook as proof. He is an underpaid babysitter disciplinarian with a twinkle in the eye. A minister to all faiths with questions about her own. He is a referee, a coach, a teacher, and an advisor. She is the example of adulthood in worn out tennis shoes; a sweatshirt two sizes too large, and a hat two sizes too small. He is a doctor in an emergency, a song leader, an entertainer, a play director. She is an idol with her head in the cloud of wood smoke and her feet in the mud. He is a comforter in a leaky tent on a cold night. and a pal who has lent someone his last pair of dry socks. She is a teacher of the out-of-doors, knee-deep in poison ivy.
Counselors dislike reveille, waiting in lines, inspections, and rainy days. They are fond of sunbathing, teaching new games, an old car named Henrietta and days off. They are handy for patching up broken friendships, bloody noses and torn jeans. They are good at locating lost bathing suits, fixing axe handles, playing the uke and catching fish. They are poor at crawling out on rainy days, remembering the salt or first-aid kit and getting to bed early.

A counselor is a friendly guide in the middle of a cold dark rainy night on the long winding trail to the latrine. He is a dynamo on a day off, exhausted the next day but recuperated in time for the next day off.

Who but a counselor can cure homesickness, air out wet bedding, play 16 games of pick-up sticks in succession, whistle "Dixie" through his fingers, carry two packs, speak Pig Latin in French, stand on his hands, sing 37 verses of "You Can't Get to Heaven" and eat four helpings of Sunday dinner?

A counselor is expected to repair 10 years of damage to Julie in 10 days, make Tommy a new man,
rehabilitate Susan, allow Paul, to be an individual and help Alice adjust to the group. She is expected to lead them in fun and adventure— even when her head aches, teach them to live in the out-of-doors even though she spends nine months of the year in New York City, Chicago or Los Angeles, teach them ingenious activities—when she can't even spell it, guide them in social adjustment— when she hasn't even reached the voting age, ensure safety and health— with a sunburned nose, a band-aid on her thumb and a blister on her heel.

For all this, he is paid enough to buy the second text in psychology, some aspirin, some new socks, two new tires for Henrietta and some new tennis shoes. You wonder how she can stand the pace and the pressure. You wonder if he really knows how much he is worth and somehow, you realize you can never pay him enough when he leaves in August, he waves good-by and says "See ya next year". (Ford, 1965, p. 1)

FADE TO BLACK

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EXT. MID AFTERNOON AT THE FLAG POLE

THE FOUR CHARACTERS HAVE GATHERED AT THE FLAG POLE TO LEARN MORE ABOUT THE LAYOUT OF THE CAMP AND A LITTLE ABOUT STAFF LIFE AT CAMP.

The official camp map to be used in this training program will be created in color and with details that will make it look realistic and as precise as possible; actual pictures of the sample camp’s property are provided below the site map. The first view of the map given to the staff trainee will be from a bird’s eye view drawn below. Once the camp tour begins, a perspective projection will be used so that the trainee can get acquainted with the lay of the land from a practical point of view. After the tour, the trainee will be able to click on each area of the camp map for review and to help commit it to memory. Once the trainee feels that he/she knows the lay of the camp, a Treasure Hunt is used to reinforce the map. Their character will navigate through the game by holding the arrow keys in the direction they wish to turn their character in which ever direction they wish to go. By using the “R” key to run, “W” key to walk, “J” key to jump, and “L” key to open doors, gates, containers, and other such miscellaneous tasks they
might need to do. By pressing the "H" button the staff will be able to get help by looking at the Map for an arial view again. In keeping with the learning needs of the millennial generation, the Treasure Hunt will be based on a trial and error approach to learning. Staff members will be able to print a scorecard with their completion time records to bring with them to camp. The staff can use their score cards to "earn" the end prize; their camp staff shirts. The scorecard will not delete the time record for any previous attempts; instead, it will list in succession the time scores. This will give the Camp Directors the opportunity to create a fun contest to see who finished the hunt in the least amount of time. By doing this, the staff member will have to play the game more than once to see how much time he/she could eliminate from his/her score which reinforces the staff member's knowledge of the camp layout.

HIRO

No staff member at Camp Edwards is specifically hired to be cabin staff or program staff and each session things change. Unless you are a lifeguard, certified archery instructor or ropes course instructor you're assignment is

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given to you at the start of each session. If we have a lot of certified instructors, they rotate being cabin counselors and activity staff.

BEANIE MAN

The YMCA loves to certify anyone who is interested in anything. Once at camp you can receive your wilderness first aid and safety, CPR, food handling, ropes course instructor, lifeguard, and archery. They would like it if you could do the last 3 before camp though.

JINX

My first summer at Edwards I received all of those and each year I worked there they re-certified me!

ERAGON

Great! How do I sign up for those?

HIRO

Just ask about getting your certifications and what courses are being offered this summer. Would you like to go on a tour of camp now?
ERAGON

YES!

HIRO

Here is your camp map.

Camp Edwards is surrounded by forest in every direction but we only go into the forest on the left side of camp. The trail that leads to the lake can be found behind almost any
HIRO (continue)

of the girls' cabins, which are numbers 5-10; the boys' cabins are 1, K, 2-4. You don't have to worry about knowing the directions unless you are the lifeguard for the lake and even then it's quite simple. The trail takes a good 30 minutes to hike down and a nice 45 minutes to get back, unless of course you have the 7-8-year-old cabin, then it takes a lot longer. There are trails back there to places called Frog creek and Horsy meadows, but the hiking/biking staff who know the trails will lead you.

JINX

Fox Residence is Hiro's home. The entire area is off limits to everyone except core staff and the maintenance Director.

THEY HEAD OUT TOWARDS THE ARTS AND CRAFTS AREA.

BEANIE MAN

Arts and Crafts and the Staff lounge is one in the same. Staff is not allowed to go into the art and crafts supply cabinet. Who ever is teaching art that week will help you if you need something. We have a pretty tight budget and when things go missing it's the Arts and Crafts
instructor's responsibility to explain why. There is a computer in the staff lounge with Internet access. The camp does have wireless Internet, but if you bring electronics with you to camp, you do so at your own peril.

HIRO
Of course we do not allow campers to bring any of that with them, so when you are in the cabins with the kids you will have to store your electronics elsewhere. Unfortunately, things have gone missing at camp before, because of this any important documents, wallets, or small personal items such as cell phones can be kept in the camp safe in the office. Only Core Staff has the combination to that safe, making it one of the protected places in camp.

ERAGON
Good to know.

JINX
The other half of the building is called ABC. Those are staff cabins. Usually the boys stay there and the girls
take 10-7/8. Both 10-7/8 and ABC have showers and bathrooms inside.

BEANIE MAN
Camper's cabins do not have plumbing. They have heaters but no bathrooms. Hale's Lodge is where the girls use the bathrooms, complete with showers, and Parkers' is for the boys with the same facilities. There are also showers and facilities in the pool area that the cabin staff often prefers to use.

HIRO
The sports equipment is also kept in the staff lounge. There you will find the ping-pong balls, volleyballs, kickballs, dodge-balls, basketballs, footballs (the American kind), soccer balls or footballs if you're international staff, rugby balls, and team challenge equipment. I encourage the staff to bring their campers out to the all-camp field to play a game if their cabin is restless or you just want something to do.
JINX

Sometimes is gets a bit dull playing the same games over and over, I like to think up new twists to games to add a little extra fun.

ERAGON

What do you mean?

DISSOLVE TO KIDS PLAYING FRISBEE BALL

JINX

Well, sometimes we’ll play Frisbee ball instead of plain old kickball. It’s played the same basic way as kickball but the "kicker" tosses the Frisbee out into the field and makes a run for it. I let the kids help me come up with the new rules. I write them down and take them with me wherever I go, just in case we have a chance to play again.

ERAGON

Cool game!
HIRO

You’ve already been out to the chapel so you’ve seen the road that leads to the low ropes course, archery, and the Rockwall. So I am going to put your memory to the test.

ERAGON

Sounds like fun!

TURNS DIRECTLY TO THE CAMERA

HIRO

As I mentioned earlier each week we have a different session. We also have different themes for each session.

This year’s themes will be Wild, Wild West, Treasure Island, Camp Camelot, and X-Mas in July.

PICTURE OF STAFF DRESSED UP FOR THEME

BEANIE MAN

Feel free to bring costumes to wear to add a little spice to the theme and new ideas are always welcome. We love to
BEANIE MAN (continue)
decorate the camp too!

BEANIE MAN (continue)

You are going to go on a Treasure Hunt! Read the clue and decide where to go next to find the end prize. In order to choose the area you would like to visit, simply click on the text and it will take you there. Beanie Man and Jinx will be here to help you if you have any trouble. In order to receive your prize at camp, bring your printed score card to staff week and show it to the Registrar at check-in on arrival day. The staff member with the lowest time score will win an additional prize.

TREASURE HUNT CLUES

WRONG CHOICES WILL SAY "SORRY, DIS HERE IS NOT THE PLACE WHERE YE SHOULD BE LOOKIN’"
CAMP FIRE (decorated stage with skeletons for the theme)
Here lie the bones of our dear pirate friend
He was searching for treasure but was found dead in the end

ROCKWALL
Set sail to the tower, high and tall
From this crow’s nest you never want to fall

POOL
Shiver me timbers!
From the depths of Davie Jones Locker
You will find your next clue or be blown out of the water

CHAPEL
Ahoy scallywags this be where you go in the mornin’ to make
good all the plunder and pillaging of your cursed soul

BASKETBALL
Meet thy great and worthy opponent upon the court at dawn
it is sure to be a duel to the Death
FLAG
I am the Jolly Roger each day before your grub you scarf
down you hoist and raise my billowing bones just before
sunset you blow me down

HEART TREE
Ay me hearties this tree is for you
20 paces starboard you must do

ARTS AND CRAFTS
Loot and booty in your treasure chests
If you follow draw upon these instructions you might do
your best

BIKE
Good form old friend you push thy pedals well,
Strike a course and time will tell

ARCHERY
Enter at your own risk, prepare to meet thy doom
Aim for the center and the treasure will be yours soon.
INFIRMARY

When Hook lost his hand he found his way here,
If you catch scurvy pray you are near

DINING HALL

"X" marks the spot where there is treasure to be found
All sliver wearers here will be crowned

HIRO

Congratulations! You’ve made it to the end!
Bring me your printout to receive your badges of Honor;
2 Camp Staff Shirts!

JINX

Because you don’t want to be stuck with nothing to wear!

CUT TO STAFF DRESSED UP

FADE TO BLACK

CUT
EXT. DAY IN THE MEADOW

EVERYONE GATHERS TOGETHER IN A CIRCLE SITTING ON TOWELS IN THE CENTER OF THE MEADOW.

HIRO

Today we are going to talk about the kids who are coming to camps today, American culture, the dangers of the digital era, and age group characteristics. You see, most of us remember what it was like to be a kid. We remember the good days and the bad, the hard and easy lessons we had to learn, and the trials and tribulations we encountered. Kids today still go through all of that, but there are big differences from when I was a kid and when you were.

BEANIE MAN

What do you mean?

HIRO

Today’s campers come from the Millennial Generation. “Millennials represent seventy-six million Americans” (Denham & Gadbow, 2002). Juile Wallace (2001), a generational scholar found the widest age range included
HIRO (continue)
those who were born between 1977 and 1995. These folks are commonly referred to as Generation Y, Gen Y, Millennials, Echo Boomers, or the Net Generation (Alch, 2000a; Alch, 2000b; Lancaster & Stillman, 2002a; Lancaster & Stillman, 2002b; Mortan, 2003b). No set date exists for generations to begin or end. What makes someone a part of a generation is the sharing of similar life experiences. These include historical events, for example 9/11 and the War in Iraq, public heroes, such as Tiger Woods and the passengers and crew of United flight 93, as well as similar early work experiences (Weston, 2001). Having these things in common with others is what make a generation of Americans since the Puritans; the first American generation (Coomes & DeBard, 2004). At present in America exists four different generations: Silents, Baby Boomers, Generation Xers and the Millennials.

JINX

Cool! I didn’t know what made up a generation. But what does this have to do with camp?
HIRO

Excellent question! My answer is that this has everything to do with camp. These are who your campers are going to be this summer. Of course generational studies are not an exact science; no one person can fit into one mold, but because generations are defined by common historical events some generalizations can be made. It is true that many of the younger campers are actually considered to be in what generational scholars Strauss and Howe (1991) refer to as The New Silent Generation or Generation Z, but not much is known about that generation yet as they are still collectively a very young generation. By looking the Millennial Generation though, you will have a better understanding of who your campers are going to be.

JINX

I’ll buy that.

HIRO

Good! You’ll be happy to know; it won’t cost you a penny!

ERAGON, JINX AND BEANIE MAN GROAN AT THE PUN.
So let’s take a look at the millennial generation.

The major defining historical events of the Millennial generation are September 11, the 2004 Tsunami, the Hurricane Katrina disaster, the North Korean nuclear bomb test, Iranian nuclear program, the wars in Iraq and Afghanistan, and other conflicts in the Middle East. “When asked about problems facing their generation, many Millennials respond that the biggest one is the poor example that adults set for kids” (Oblinger, 2003, p. 49).

What do you mean? Tiger Woods is a great role model!

But what about the popular icons? I mean, kids today have
HIRO (continue)

seen their celebrity idols such as Janet Jackson strip on stage at the Super Bowl or Michael Jackson disregarding the judge during his 2005 trial by showing up late and in his PJ’s. They watched Britney Spears elope and divorce within a week, have two kids and nearly drop one on its head; she drove off with the child in her lap and not in a car seat. Then she shaved her head, went in and out of rehab, and flashed the paparazzi while going out at night commando style. Today’s campers have watched Mel Gibson and Michael Richards spout hateful remarks about other ethnicities and cultures with very little tangible repercussions that campers can understand. They have also watched their teen idols such as Paris Hilton, Lindsay Lohan, and Nicole Ricci get trashed and pass out in night clubs; indeed very little can surprise this generation.

ERAGON

Oh, good point.

HIRO

The world has always been at the fingertips of this generation because of the Internet. Some Millennials have
HIRO (continue)

never even entered a library because they can find books on-line and have them express mailed to their homes. Snail mail, postal mail, is outdated for this generation. It is saved for the extremely special occasions of party invitations and announcements (Lancaster & Stillman, 2002a). Today at camp, we have created a way for parents to email their campers letters.

CUT TO MEADOW

BEANIE MAN

One of my kids last summer got an email everyday from his family.

JINX

I had a few campers with emails too, but they still liked getting regular mail and packages.

HIRO

Most kids do, but with email there is no excuse for a parent not to get a note off to their kids while they are away. If the parents do not have a computer they can always
HIRO (continue)
go to the library and set up an email account with the help of the librarians.

ERAGON
How true! What happens if a kid never receives a letter while at camp?

HIRO
If the camper is very upset about it, let your Core Staff member know. If it seems that the camper is in particular need of a letter from their parents or guardian, the Core Staff might be able to get a hold of them in order to remind them to send a note to their child.

ERAGON
OK.

HIRO
In general, Millennials have shorter attention spans and low thresholds for boredom. TV commercials aimed at them are short, to the point and have very flashy media. Think about the Millennial camper when they are at home.
HIRO (continue)
during the school year. They sit at their desks at home with their MP3 player blasting, surfing the Internet for their homework assignments, all while chatting on-line with other classmates. As a counselor, you will have to deal with this every day in the cabins. I’m not saying that you will have to entertain them every second of the day you just need to be aware that when there is little outside stimulation there is a chance that your camper might become bored.

ERAGON
I can handle that.

HIRO
That’s why I hired you! Millennials have high expectations from schools (Wilson, 2004) and camps too. They expect to get exactly what they paid for and know enough about their rights to make sure they get it. This generation’s drive for achievement [is] one of their primary characteristics; “[they] expect to be held accountable [for their actions], if the accountability can be achieved through good behavior” (DeBard, 2004, p. 37).
CUT TO MILLENNIALS AT CAMP GETTING AWARDS

HIRO

Many Millennials have been told they were special their whole lives and were given trophies for participation instead of achievement (DeBard, 2004). Little League teams and others like them are expected to accept all players and not discriminate because of ability.

JINX

What's wrong with that?

CUT BACK TO MEADOW

HIRO

Nothing is "wrong" with that per say, but it is worth mentioning to you because the effects of participation based awards rather than achievement based awards as well as the "everyone has a right to play on the team" mentality has reached camp life too. At Camp Edwards we do not have
HIRO (continue)

competitive sports, but sometimes we to have to choose campers for one reason or another. Because kids today are told they are special and because "no child is left behind", kids today are having a tougher time with rejection.

JINX

Oh, that makes sense. But what can we do about that?

HIRO

One of your jobs as a camp counselor is to help campers deal with these emotions. Like the poem I read to you earlier about what a counselor is, "A counselor is expected to repair 10 years of damage to Julie in 10 days, make Tommy a new man, rehabilitate Susan, allow Paul to be an individual, and help Alice adjust to the group" (Ford, 1965, ¶ 6). Of course I do not expect all of that from you, but parents do want their kids to learn how to cope with these issues. It's ok for you to let campers know that not everyone wins every time and that not everyone is chosen every time. Give them real life examples of people being rejected. One great example you can use to demonstrate that
HIRO (continue)

many people get rejected and ways of handling those rejections is from the TV show American Idol. Once a week the contestants get up on stage, give it their all, and then stand in front of the judges and listen to what they have to say.

BEANIE MAN

That’s a good one! Could you imagine being up on stage after singing your heart out and then having to listen to Simon rip you apart in front of millions of people around the world on live TV? I could never do that.

ERAGON

I’m always impressed at how calm they look, even when they are booted off the next night! You never see the contestant whining that it’s not fair or that they were jipped.

JINX

Well, I’m not sure I’d put it that way to a camper...
ERAGON

Oh, no, of course not, I was just describing to you what I saw on the show. I would probably start by asking them if they had ever seen the show, and then ask them if they ever thought about the way the singers acted when they found out they did not make it to the next round.

BEANIE MAN

That's a great way to approach the conversation. You are getting them to describe to you a better way of handling rejection. I would also ask the camper what they thought was cool about the way the contestants handled getting kicked off.

ERAGON

That's a good idea too.

JINX

By getting them to describe it, you are allowing them to make the connection themselves rather than you telling them how to act. I know I used to get really mad at adults who tried to tell me how to act.
ERAGON

Me too! What else should I know about this generation?

HIRO

Only 15% of this generation's family can fit the "Meet the Cleavers" image (Alch, 2000a) which is an even smaller percent than Generation X.

ERAGON

You're talking about divorced families, right?

HIRO

Yes. Many of our kids at camp come from divorced families, group homes, foster care, or single parental homes.

JINX

One of my girls last year was being raised by her Grandma.

BEANIE MAN

I had a camper being raised by his Aunt.
HIRO
It's important to be careful when you're talking to campers about family issues; try to remember to always refer to their parents or guardians. This way you do not leave out any campers without parents.

BEANIE MAN
I remember being the only 12-year-old in the cabin of 13-year-olds. The counselor always talked about how we were all teens and then would say, "well except Jovani of course". I felt so left out; the rest of the cabin picked up on this and started to refer to me as the baby. I hated it. I wanted to be a teen too.

HIRO
Millennials have been encouraged to follow the rules and have always had the rules clearly defined for them. Millennial parents have micro managed this generation to such an extreme that these youngsters have learned to accept the social rules imposed upon them. Their parents' ability to reward their kids for good behavior encouraged this generation to accept social diversity in ways that their own parents were never able to reward them (DeBard,
HIRO (continue)

2004). "This has resulted in Millennials respecting cultural differences far more than Boomer authority figures do, who in turn have encouraged them to do so" (DeBard, 2004, p. 36).

Millennials take pride in their mastery of new technology. "New media are important to them not just for what they can do with the devices, but because new media are seen as theirs" (Geraci & Nagy, 2004, p. 20). This generation has found a new freedom in surfing the Internet. Image is not everything for this generation; they look for brands that share their values (Geraci & Nagy, 2004). They are not pushovers for slick ads but they are a powerful demographic in the rising market with $150 billion in direct purchasing power and about $500 billion in indirect purchasing power (Alch, 2000a). While the parents are usually the ones deciding what camp the campers will ultimately go to, it is the camper who influences that decision.

To the Millennial "reality is no longer real" (Oblinger, 2003, p. 51). With upgrades to graphic technology, Millennials understand that anything can be created to look real. They know to be suspicious of all information they
HIRO (continue)
receive digitally. This becomes a problem at camp because the reverse is also true.

FLASH PICTURES OF DIGITALLY EDITED PICTURES

HIRO (continue)
Campers know that they can take digital images and edit them anyway they wish. Take a look at this picture taken of a guest group at camp. I’ve circled three animals that were digitally added into the picture. Can you find any more?

WAIT 30 SECONDS THEN SWITCH PICTURE

HIRO
Counselors need to be aware of what they are doing and what impression some pictures can give. While this photo might have been taken with innocent intentions, the implications could be destructive.
Wow, the angle of that picture makes it seem as if these two guys are about to touch tongues!

I know and that is why you have to be careful about what you do at all times. We tell parents not to send their kids up to camp with expensive equipment, but even throw away camera's can be developed, put onto a computer, and digitally edited. With the creation of YouTube, MySpace, and search engines like Google, campers can upload pictures and video for the whole world to see and with cameras becoming smaller and smaller you never know when you might be taped. You must be careful at all times to make sure that what you are doing cannot be interpreted in the wrong way!
BEANIE MAN

Man, camp sure has changed since I was a kid.

HIRO

Don’t I know it!

Millennials feel that “staying connected is essential” (Oblinger, 2003, p. 51). With the advent of the cell phone, PDA, Black and Blueberry technology as well as wireless everything, Millennials can stay in contact with anyone at the touch of a button. Getting them to part with their electronic devices can be tricky. We ask parents not to allow campers to pack them, but more and more often we are finding that parents are sneaking their camper’s these things. On the first day of camp, when the campers are getting settled in, it is your job to watch them unpack and look for these items.

ERAGON LOOKS A LITTLE UNEASY AT THIS IDEA. BEANIE MAN TURNS TO HIM TO EXPLAIN.

JINX

Last summer ago, a camper named Tiana brought a cell phone into the cabin and I did not catch it.
JINX (continue)

She was a good kid, but was having a hard time adjusting to camp life. One day at rest hour, while I was on break and my co-counselor was watching the bunk, Tiana slipped into the bathroom and called home. She told her parents that she hated it here and wanted to go home. Her mom was already very worried about her and had called camp the day before to see how she was doing. The Core Staff who spoke to her mom told the mother that she would find her and ask her how she was doing and get back to the parent. The Core Staff member found us at Rockwall asked me how she was doing and watched her for a while. I told her that she was having a bit of trouble during the quiet times like at bedtime and rest hour but otherwise she was having a blast. Rockwall was her favorite activity and when she reached the top of the Rockwall, the entire cabin cheered! The smile on her face was from ear to ear. When the Core Staff called back the mother, she told her just that. Infuriated at what the
JINX (continue)
mother felt had been a lie, as evidenced from the phone
call she had just received from her daughter, she
threatened to sue the camp for negligence. Tiana had
apparently told her that no one wanted to be her friend,
she hated every activity at camp, and that the other girls
were making fun of her. She asked her mother to make good
on her promise to pick her up from camp if she was unhappy.
The only thing that will make her happy, she had told her
mom, is if you come and pick her up as you promised.

CUT TO MEADOW

ERAGON
The mother had promised her that?

JINX
Yeah. It sucked for me because I was powerless to get her
to be happy. She did not want to come to camp in the first
place so the mother had placated her by saying that if she
did not have fun she would pick her up. My camper never
really gave camp a try; she was determined to hate camp so
her mother would pick her up.
HIRO
I spoke to the mother too after I had spoken to everyone, including the camper, about what was going on with her. I told the mother that her promise to pick up her child was the biggest problem. Once she understood what had happened, I asked her to write a letter to the camper asking her to give it another day.

JINX
It all eventually worked out and in the end, Tiana had a blast.

HIRO
She is even signed up to return this summer.

JINX
REALLY?!?! Wow that’s great!

HIRO
I know, Congratulations!

JINX HAS A HUGE SMILE ON HER FACE.
JINX

Thanks!

HIRO

The point is that you may have campers who sneak in cell phones and other technology. You need to watch for it very closely because as you can see something as small as not catching the camper with their cell phone, could have huge consequences.

ERAGON

I see.

HIRO

Media plays a huge roll in what influences kids today. Dr. John Burton (2007) a researcher for the American Academy of Child and Adolescent Psychiatry says that:

Healthy media for children is about identifying the potential benefits to children from the various forms of media. Media can include television, radio, and the movies, as well as the Internet, video games, and even toys. All of these forms of media are a part of the modern child's world. It is impossible, and probably
not even desirable, to prevent children from being exposed to these aspects of their world. Instead, parents, teachers, and [camp staff] can use principles of healthy media to make the child's media experience one that enriches the imagination, fosters the child's social and moral development, and helps build a secure sense of self. (¶ 1)

Dr. Burton (2007) gives a few ideas about how to do that. First, teach kids to be critical of media. Talk about how media images can be altered and how celebrities' photos are touched up. Second, talk about the differences between right and wrong. As a counselor it is not your job to teach them morality and ethics, but it helps for kids to see that you distinguish from right and wrong and why you do it so that they will feel ok doing it too. Dr. Burton (2007) has found that:

A child may be precocious and highly intelligent, but his [or her] ability to comprehend complex, moral issues develops at its own rate. The concept of ambivalence, that people are a mix of bad and good, is a sophisticated idea. It is often not until adolescence that a child is able to comprehend
HIRO (continue)

ambivalence fully. It is confusing to children when they see a character that does bad things portrayed in a positive light. While a "good guys and bad guys" mentality may seem simplistic to adults, it is helpful for children in their continuing struggle to understand the difference between right and wrong. (¶ 5).

Next, it is important to identify positive role models for campers. If you think that you might have a hard time with this, I highly suggest that you check out some kids' websites such as kidsworld.com or kids.yahoo.com, books like Harry Potter and Tolkien's Middle Earth Series, Movies like Happy Feet and Meet the Robinsons, music like Chicken Noodle Soup by The Kidz Bop Kids and Hillary Duff's newest album, and magazines such as Seventeen and Teen People or Boys' Life and American Girl, to catch up on what hot for kids today. Those are your best resources for staying hip with kids' topics.

Finally, ask the kids to use their imagination and get creative. When they use their imagination they think outside of the box and they develop their ability to process their own thoughts and feelings (Burton, 2007).
ERAGON

Is there a best way of going about dealing with the campers? I mean, all of that media stuff doesn’t apply to a 16-year-old camper they way it does to a 7-year-old camper, does it?

HIRO

Excellent question but before we get into age group characteristics, let’s talk about American culture so everyone, international staff and American staff alike, are on the same page.

ERAGON

OK

BEANIE MAN

American Culture is different from any other place in the world. Communicators are expected to be forthcoming, explicit and direct. Americans like to shake hands firmly when they meet each other (Essman, 2007a). On arrival and departure days you may have to shake the hand of your camper’s parents. American’s generally stand about 16 inches apart from each other and make eye contact
(Essman, 2007a). "It is permissible for an American to start a conversation with a stranger but the conversation should be immediately ended if the person does not seem to want to talk. Be especially careful not to force your attention on someone in a plane, train or bus" (Essman, 2007a, ¶ 2). American's have little exposure to other cultures and are very proud of their own (Essman, 2007a). Avoid criticizing American cultures in front of American's you do not know well; while there is currently disagreement in America about issues such as the War, most will find an outsider's criticism to be offensive even if your criticism is 100% correct (Essman, 2007a).

Every community in the United States has a public school system, responsible for educating children at elementary and secondary levels. Public schools are supported largely by property taxes, with additional aid from state and federal governments. Federal and state agencies set standards for local public schools, but local community school boards actually administer the schools. (Essnam, 2007b, ¶ 1)
BEANIE MAN (continue)

The American school year typically starts in September and runs until June, but year round schools have been implemented to help reduce schools being over crowded. Children are required by law to attend school starting at the age of 6 entering into the 1st grade.

JINX

Our camp accepts 7--year-olds, so that's second grade right?

HIRO

Yes, but actually we accept anyone whose camp age is 7. A camper's camp age is how old they will be by the end of the year. If they are 6 now, but will be 7 by the end of the year, they are allowed to attend camp. We always ask the parents if they are positive that their camper is mature enough to come to camp.

JINX

I didn't realize that some of our campers were still in the 1st grade then.
HIRO

They are. Schools in the US are split up into three levels; elementary school, which is 1st grade though 5th or 6th grade depending on the school, middle school, which includes grades 6 through 8, though some schools include 9th as well, and high school, which typically consists of 4 years referred to as freshman year, 9th grade, sophomore year, 10th grade, junior year, 11th grade and senior year, which is 12th grade.

Americans believe in a separation of Church and State meaning government and religion should not be mixed together. The YMCA is a Christian organization that promotes Christian principles, but no one at camp is forced to adopt a religious belief.

BEANIE MAN

One of my boys last summer was Jewish and had to practice for his Bar-Mitzvah every day.

ERAGON

Oh, how did the other boys in the cabin react, I mean this is a YMCA, no?
BEANIE MAN

The other kids weren't even fazed by it, if anything they thought it was cool, especially after I announced how cool I thought it was.

HIRO

At the YMCA we teach the campers about the four pillars; honesty, caring, respect and responsibility. Every morning the staff put together a chapel session where we discuss the value of these pillars. At the end of each day the staff and campers go back to the cabins and close the day with devotions where they talk about their day and if they saw anyone demonstrate one of the pillars. It's a great way to get the kids to wind down after a long day and it reinforces the lessons learned. While we do pray at camp, no one is forced to pray or to pray to a particular god, just a hire power.

ERAGON

Good, I was a little worried about that.
HIRO

Well there is no need to worry! Another important cultural difference Americans share is in eating habits. I mention this so that the international staff is not put off by the American tendency to eat and walk at the same time. In some countries, like Brazil, it is considered offensive to eat on the go; this is not the case in America. At camp when we have picnics, outdoor barbecues, and snacks we do not always require the kids to be seated while they are eating, though we suggest that you have your campers sit down so they do not spill their food.

BEANIE MAN

Unless it’s snack, we usually make them sit to eat.

HIRO

Correct.

INTERMISSION ACTIVITY:

THIS ACTIVITY WILL BE A POP CULTURE TRIVIA GAME STAFF CAMP PLAY AT HOME WITH FRIENDS IF THEY WISH. THE GAME WILL BE SET UP IN A GAME SHOW MANNER WITH TWO TEAMS OF FOUR ON EACH SIDE. THE SEVEN CONTESTANT SPOTS OPEN WILL BE COMPUTER

DISSOLVE TO MEADOW

HIRO

Shall we move into age group characteristics?

ERAGON

Yes, please do. I love to work with the younger kids, but you said the sessions are split up by age. I guess that means I’ll have to learn to work with every age.
That's always a good idea. The information that I am about to give you comes from the National Network for Child Care at www.nncc.org (2002). Their site has thousands of links you can use to learn more about child development. It is not a requirement for you to do research, during your week of staff training at camp we will give you plenty of information; this is just one source you can turn to for information about children.

According to the NNCC (2002) this information only gives a general guideline about the developmental characteristics of children and teens. "Although this information is helpful in understanding youth and the behaviors which they exhibit at various ages, these guidelines should not be viewed as hard and fast expectations" (NNCC, 2002, p. 1).

Let's start with the 6-8 --year-olds, 1st-3rd graders. According to the NNCC (2002), six to eight --year-olds are at the age when they start to pretend less and want to be like the older kids. They are interested in "real life tasks and activities" (NNCC, 2002, p. 1). Unlike toddlers, this age group has a longer attention span, which is often
just long enough to solve a problem or argument (NNCC, 2002). Friends are very important; doing things together is big. "This age group is fascinated by rules and can develop games with extensive rules and rituals" (NNCC, 2002, p. 1).

Here are some characteristics developed by the NNCC:

FLASH THESE WORDS ON THE SCREEN FOR THE AUDIENCE TO FOLLOW ALONG WHILE BEANIE MAN SPEAKS.

PHYSICAL DEVELOPMENT

- SKILLED AT USING SCISSORS AND SMALL TOOLS
- DEVELOPMENT OF PERMANENT TEETH
- ENJOYS TESTING MUSCLE STRENGTH AND SKILLS
  - GOOD SENSE OF BALANCE
  - CAN CATCH SMALL BALLS
  - CAN TIE SHOELACES
- ENJOYS COPYING DESIGNS AND SHAPES, LETTERS AND NUMBERS
  - CAN PRINT NAME
- LONG ARMS AND LEGS MAY GIVE GAWKY AWKWARD APPEARANCE

(NNCC, 2002, p. 1)
BEANIE MAN

At 6 to 8 years old their physical development levels include being "skilled at using scissors and small tools" (NNCC, 2002, p. 1). They are going through the "development of [their] permanent teeth" (NNCC, 2002, p. 1). They "enjoy testing [their] muscle strength and skills" (NNCC, 2002, p. 1). They have a "good sense of balance" and they "can catch small balls" (NNCC, 2002, p. 1). They "can tie [their own] shoelaces" and "enjoy copying designs and shapes, letters and numbers" 6 to 8-year-olds "can print [their] name" (NNCC, 2002, p. 1). Their "long arms and legs may give [them a] gawky awkward appearance" (NNCC, 2002, p. 1).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE BEANIE MAN SPEAKS.

INTELLECTUAL DEVELOPMENT
- MAY REVERSE PRINTED LETTERS (B/D)
- ENJOYS PLANNING AND BUILDING
- DOUBLES SPEAKING AND LISTENING VOCABULARIES
- READING MAY BECOME A MAJOR INTEREST
- INCREASED PROBLEM-SOLVING ABILITY
- INTERESTED IN MAGIC AND TRICKS
- LONGER ATTENTION SPAN

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- enjoys creating elaborate collections
- able to learn difference between left and right
- can begin to understand time and the days of the week

(NNCC, 2002, p. 1)

BEANIE MAN (continue)

Their intellectual development shows that they have a tendency to "reverse printed letters (b/d)" (NNCC, 2002, p. 1). They "enjoy planning and building" things (NNCC, 2002, p. 1). They have "double[d their] speaking and listening vocabularies" by this age and "reading may become a major interest" (NNCC, 2002, p. 1). By this age they have also "increased problem-solving ability[ies] and are interested in magic and tricks" (NNCC, 2002, p. 1). Their "longer attention span" allows them to "enjoy creating elaborate collections" (NNCC, 2002, p. 1). They are "able to learn difference between left and right" and have "[begun] to understand time and the days of the week" (NNCC, 2002, p. 1).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE BEANIE MAN SPEAKS.
SOCIAL AND EMOTIONAL DEVELOPMENT

- BEING WITH FRIENDS BECOMES INCREASINGLY IMPORTANT
- INTERESTED IN RULES AND RITUALS
- GIRLS WANT TO PLAY MORE WITH GIRLS; BOYS WITH BOYS
  - MAY HAVE A BEST FRIEND AND AN ENEMY
- STRONG DESIRE TO PERFORM WELL, DO THINGS RIGHT
- BEGINS TO SEE THINGS FROM ANOTHER CHILD'S POINT OF VIEW,
  BUT STILL VERY SELF-CENTERED
- FINDS CRITICISM OR FAILURE DIFFICULT TO HANDLE
- VIEWS THINGS AS BLACK AND WHITE, RIGHT OR WRONG,
  WONDERFUL OR TERRIBLE, WITH VERY LITTLE MIDDLE GROUND
- SEEKS A SENSE OF SECURITY IN GROUPS, ORGANIZED PLAY, AND CLUBS
- GENERALLY ENJOYS CARING FOR AND PLAYING WITH YOUNGER CHILDREN
- MAY BECOME UPSET WHEN BEHAVIOR OR SCHOOL-WORK IS IGNORED

(NNCC, 2002, p. 1)

BEANIE MAN

Under the category of social and emotional development you’ll find that to six through eight --year-olds, "being with friends becomes increasingly important" and they are more "interested in rules and rituals" (NNCC, 2002, p. 1).
"Girls want to play more with girls; boys with boys" and they "may have a best friend and an enemy" (NNCC, 2002, p. 1). They have a "strong desire to perform well, [and] do things right" (NNCC, 2002, p. 1). At this age they begin "to see things from another child's point of view, but [they are] still very self-centered" (NNCC, 2002, p. 1). A 6, 7 or 8-year-old "finds criticism or failure difficult to handle" because he or she "views things as black and white, right or wrong, wonderful or terrible, with very little middle ground" (NNCC, 2002, p. 1). They seek "a sense of security in groups, organized play, and clubs" and "generally enjoys caring for and playing with younger children" (NNCC, 2002, p. 1). They "may become upset when behavior or school-work is ignored" (NNCC, 2002, p. 1).

JINX

Campers who are in 4th through 6th grade are ages 9 to 11. Their friends are extremely important to them as they struggle to find social acceptance with their newly developing sense of self. "Secret codes, shared word meanings and made up languages, passwords and elaborate rituals are important ways to strengthen the bonds of
friendship" (NNCC, 2002, p. 2). Best friends change often and are often the same sex though interest in the opposite sex starts to increase (NNCC, 2002). The NNCC (2002) suggests that you "be prepared to use all your 'patience' skills if caring for children this age, as they tend to think that they do not need any adult care or supervision" even if they are very lonely when they are left alone (NNCC, 2002, p. 2).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE JINX SPEAKS.

PHYSICAL DEVELOPMENT

- GIRLS ARE GENERALLY AS MUCH AS 2 YEARS AHEAD OF BOYS IN PHYSICAL MATURITY

- GIRLS MAY BEGIN TO MENSTRUATE

- INCREASES BODY STRENGTH AND HAND DEXTERITY

- IMPROVES COORDINATION AND REACTION TIME (NNCC, 2002, p. 1)

JINX

Nine to eleven-year-old physical development is different for boys and girls. Once you get to camp, HIRO will go into
JINX (continue)

these differences in much more detail during staff training. For now you should consider that "girls are generally as much as 2 years ahead of boys in physical maturity" (NNCC, 2002, p. 2). "Girls may begin to menstruate" though both sexes may see "increases [in] body strength and hand dexterity" which "improves [their] coordination and reaction time" (NNCC, 2002, p. 2).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE JINX SPEAKS.

INTELLECTUAL DEVELOPMENT

- INTERESTED IN READING FICTIONAL STORIES, MAGAZINES, AND HOW-TO PROJECT BOOKS

- MAY DEVELOP SPECIAL INTEREST IN COLLECTIONS OR HOBBIES

- MAY BE VERY INTERESTED IN DISCUSSING A FUTURE CAREER

- FANTASIZES AND DAYDREAMS ABOUT THE FUTURE

- CAPABLE OF UNDERSTANDING CONCEPTS WITHOUT HAVING DIRECT HANDS-ON EXPERIENCE

(NNCC, 2002, p. 2)
Nine to eleven -year-old intellectual development is constantly increasing. They are “interested in reading fictional stories, magazines, and how-to project books” and “may develop special interest in collections or hobbies” (NNCC, 2002, p. 2). Campers this age “may be very interested in discussing a future career” and often “fantasizes and daydreams about the future” (NNCC, 2002, p. 2). They are “capable of understanding concepts without having direct hands-on experience” (NNCC, 2002, p. 2).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE JINX SPEAKS.

SOCIAL AND EMOTIONAL DEVELOPMENT
- BEGINS TO SEE PARENTS AND AUTHORITY FIGURES AS FALLIBLE HUMAN BEINGS
- RITUALS, RULES, SECRET CODES, AND MADE-UP LANGUAGES ARE COMMON
- ENJOYS BEING A MEMBER OF A CLUB
- INCREASED INTEREST IN COMPETITIVE SPORTS
- OUTBURSTS OF ANGER ARE LESS FREQUENT
- MAY BELITTLE OR DEFY ADULT AUTHORITY (NNCC, 2002, p. 2)
JINX

Their social and emotional development becomes apparent when the pre-teens "begins to see parents and authority figures as fallible human beings" (NNCC, 2002, p. 2). "Rituals, rules, secret codes, and made-up languages are common" and the 9 to 11-year-old "enjoys being a member of a club" (NNCC, 2002, p. 2). They have an "increased interest in competitive sports" (NNCC, 2002, p. 2). Any "outbursts of anger are less frequent" though they "may belittle or defy adult authority" as if testing their boundaries (NNCC, 2002, p. 2).

HIRO

Campers who are 12 to 14 years old are in 7th to 9th grades.

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE HIRO SPEAKS

- MOVEMENT TOWARDS INDEPENDENCE
- STRUGGLE WITH SENSE OF IDENTITY
- MOODINESS
- IMPROVED ABILITIES TO USE SPEECH TO EXPRESS ONESELF
- MORE LIKELY TO EXPRESS FEELINGS BY ACTION THAN BY WORDS
- Close friendships gain importance
- Less attention shown to parents, with occasional rudeness
- Realization that parents are not perfect; identification of their faults
- Search for new people to love in addition to parents
- Tendency to return to childish behavior, fought off by excessive activity
- Peer group influence interests and clothing styles

(HNCC, 2002, p. 3)

Hiro

They are at the age when they are becoming more and more independent. They struggle with their own sense of identity and are typically very moody (HNCC, 2002). Their ability to communicate their thoughts improves, though they are still "more likely to express feelings by action than by words" (HNCC, 2002, p. 2). Their close friends are very important to them as they start to pull away, often quite rudely, from the attention of their parents (HNCC, 2002). They see faults in their parents and are starting to come to the realization that their "parents are not perfect" (HNCC, 2002, p. 3). They "search for new people to love in addition to parents" but have a "tendency to return to childish behavior, fought off by excessive activity" (HNCC,
HIRO (continue)


Girls are ahead of boys in the area of sexuality; they still have same-sex friends but are interested in group activities as well (NNCC, 2002). "Shyness, blushing and modesty" as well as typical "show-off qualities" are typical of this age group" (NNCC, 2002, p. 3). They have a "greater interest in privacy" so you will need to give them
HIRO (continue)

a little space, but camp counselors should be aware of this age group’s increased interest in “experimentation with [their] body (masturbation)” (NNCC, 2002, p. 3). Twelve to 14-year-olds have many “worries about being normal” (NNCC, 2002, p. 1).

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE HIRO SPEAKS ETHICS AND SELF-DIRECTION - RULE AND LIMIT TESTING - OCCASIONAL EXPERIMENTATION WITH CIGARETTES, MARIJUANA, AND ALCOHOL - CAPACITY FOR ABSTRACT THOUGHT (NNCC, 2002, p. 3)

HIRO

Kids this age have a “capacity for abstract thought” and “occasional experimentation with cigarettes, marijuana, and alcohol” is not uncommon though strictly prohibited at camp (NNCC, 2002, p. 3). They often test the limits and see how far they can bend the rules (NNCC, 2002, p. 3). I have found over the years that this age group likes strong
HIRO (continue)
counselors who stick to the rules; they do not want you to be their friends as much as they think they do.

BEANIE MAN
Camper, ages 15 to 17 years, are in the 10th, 11th, and 12th grades.

FLASH THESE WORDS ON THE SCREEN FOR AUDIENCE TO FOLLOW ALONG WHILE BEANIE MAN SPEAKS.

MOVEMENT TOWARDS INDEPENDENCE
- SELF-INVOLVEMENT, ALTERNATING BETWEEN UNREALISTICALLY HIGH EXPECTATIONS AND POOR SELF-CONCEPT
- COMPLAINTS THAT PARENTS INTERFERE WITH INDEPENDENCE
- EXTREMELY CONCERNED WITH APPEARANCE AND WITH ONE'S OWN BODY
- FEELINGS OF STRANGENESS ABOUT ONE'S SELF AND BODY
- LOWERED OPINION OF PARENTS, WITHDRAWAL OF EMOTIONS FROM THEM
- EFFORT TO MAKE NEW FRIENDS
- STRONG EMPHASIS ON THE NEW PEER GROUP WITH THE GROUP IDENTITY OF SELECTIVITY, SUPERIORITY AND COMPETITIVENESS
- PERIODS OF SADNESS AS THE PSYCHOLOGICAL LOSS OF THE
In their movement towards independence you can see a "self-involvement, alternating between unrealistically high expectations and poor self-concept" (NNCC, 2002, p. 3). They often voice "complaints that [their] parents interfere with [their] independence" (NNCC, 2002, p. 3). They are "extremely concerned with appearance and with [their] own body" and have "feelings of strangeness about one's self and body" (NNCC, 2002, p. 3). At this age they start to withdraw from their parents, lowering their opinions of them" (NNCC, 2002, p. 3). These adolescents find it takes more "effort to make new friends" as groups are more selective, competitive, and often emphasize their groups' superiority (NNCC, 2002, p. 3).

Campers this age go through "periods of sadness" while coming to terms with the "loss" of their childhood relationship with their parents (NNCC, 2002, p. 3). Kids at this age are constantly examining their inner experiences "which may include writing a diary" (NNCC, 2002, p. 3).
SEXUALITY

- Concerns about sexual attractiveness
- Frequently changing relationships
- Movement towards heterosexuality with fears of homosexuality
- Tenderness and fears shown towards opposite sex
- Feelings of love and passion

BEANIE MAN

At this age there are serious "concerns about sexual attractiveness" as they are "frequently changing relationships" (NNCC, 2002, p. 3). Most go through a "movement towards heterosexuality with fears of homosexuality" bringing out many questions. Do not assume that a camper is heterosexual! If you live in a cabin and have any concerns that your camper may be developing a crush on you please let your Core Staff know so that it can be documented just in case there are any issues that arise. Feelings of tenderness, love and passion are normal as are fears shown towards the opposite sex (NNCC, 2002).
ETHICS AND SELF-DESCRIPTION

- DEVELOPMENT OF IDEALS AND SELECTION OF ROLE MODELS
- MORE CONSISTENT EVIDENCE OF CONSCIENCE
- GREATER CAPACITY FOR SETTING GOALS
- INTEREST IN MORAL REASONING

BEANIE MAN

This age group starts to show a clear "development of ideals and selection of role models" (NNCC, 2002, p. 3). They illustrate "more consistent evidence of conscience" thinking and a "greater capacity for setting goals" (NNCC, 2002, p. 3). At this age they demonstrate an "interest in moral reasoning" (NNCC, 2002, p. 3).

HIRO

Again, none of these are exact definitions of the child developmental process; they are just guidelines for you to follow. You’ll be getting a hand out during staff training that you can refer to before the session begins. We will
HIRO (continue)
practice what to say to kids when different situations arise.

ERAGON
Like what?

JINX
Well, last summer we did role-plays where we practiced what to say to campers who were behaving inappropriately. It was a lot of fun! I enjoyed being the bad camper!

BEANIE MAN
Me too!

HIRO
That’s because you two weren’t acting, you were just reliving the past!

BEANIE MAN and JINX
Hey!
BEANIE MAN

That comment resembles me!

THEY ALL LAUGH

HIRO

In the next session we will go over some information you should have in order to handle different difficult camper situations that arise.

CUT
APPENDIX D

VIGNETTE 4: ROLE-PLAY SCENARIO
INT. DAY IN THE RECREATION ROOM

HIRO IS STANDING IN FRONT OF THE FIREPLACE IN THE RECREATION ROOM WHILE TALKING DIRECTLY INTO THE CAMERA. FIRST HE EXPLAINS HOW THE ACTIVITY WORKS, THEN HE EXPLAINS THE DIFFERENT TECHNIQUES TO USE FOR EACH SCENARIO, NEXT HE INTROduCES THE CHARACTERS IN THE ROLE-PLAY AND FINALLY HE DESCRIBES THE SITUATION.

HIRO

In this activity you are going to help decide the outcome! Each activity is about a different situation you might encounter while being a camp counselor. First, I am going to give you some information and tips about each topic. Then I am going to introduce you to a new staff member and camper as well as tell you a little about their situation. After I am done, you will watch a short clip containing a conversation they had together. Finally, you are going to choose the ending you think would work best for this particular situation. Take notes if you wish, because we are going to talk about your responses when we all get together during staff training.
HIRO (continue)

I would like to state that there are no “right” answers to these situations there are only some responses that will yield better results than others will. When working with kids there are no exact answers, or as Jeffrey Leiken (2006) a summer camp training specialist, would say “there is no simple formula for working with humans because they are both dynamic (ever changing) and primarily emotional (not rational)” (p. 1).

Bullying is an ever-growing problem in schools today. As a child, bullies seem to be lurking in every shadow waiting for that perfect chance, when no one is looking, to make life miserable for them. Researchers’ studies on bullying prevention report,

"of children in sixth through tenth grade, more than 3.2 million -nearly one in six- are victims of bullying each year, while 3.7 million bully other children" (Fox, Elliott, Kerlikowske, Newman, & Christeson, 2003, p. 4).
Though bullying is not always physical, it contains psychological elements as well; the effects of long term bullying have serious repercussions for both the bully and the bullied.

"Nearly 60 percent of boys who researchers classified as bullies in grades six through nine were convicted of at least one crime by the age of 24. 40 percent of them had three or more convictions by age 24" (Fox, et al, 2003, p. 4).

Actively training staff in bully prevention is an important aspect of staff training. Being bullied can ruin a child’s camping experience. "By definition, bullying is the act of intimidating a weaker person to make them do something. A bully can use verbal harassment or physical
HIRO (continue)

assaults to force another person to do what he [or she] wants” (Camp Standard, 2005, p. 1).

While girls tend to use verbal intimidation and boys are more physical, bullying can bring negative effects that affect the campers' social development. “Children who are bullied are of a particular personality - they are usually passive, easily intimidated or have few friends” though this is not the rule but rather a guideline (Camp Standard, 2005, p. 1). I have seen very verbal and aggressive campers be bullied because the cabin decided to “gang up” on the one kid. The first step to bully prevention is to recognize that it’s happening in your cabin. Utterly Global gives counselors a list of things to watch for in your cabins at camp.

SHOW SIGNS ON SCREEN WHILE TALKING ABOUT EACH ONE INDIVIDUALLY, KEEP BOLD HEADER AT TOP OF THE SCREEN TO REMIND THE STAFF MEMBER WHAT THE TOPIC IS.

SIGNS YOUR CAMPER MAY BE A VICTIM OF BULLYING

• CHANGE IN BEHAVIOR.
• LACK OF CONCENTRATION.
• WITHDRAWN, DEPRESSED, FEARFUL.
• Emotionally up and down.
• Physical ailments such as headaches, stomach-aches or nausea for no reason.
• Does not want to participate.
• Lags behind the group.
• Uncharacteristic use of bad language.
• Acting out.
• Shoulders hunched, walks with head down.
• Rarely makes eye contact.
• Doesn't seem to have many friends.
• Lacks confidence.

The right reaction—what to do

• If you see it, stop it immediately.
• Advise bystanders if you are pleased or not with their reaction.
• Let campers know the behavior is unacceptable and against camp rules.
• Praise positive bystander behavior.
• Support the victim in private.
• Try to add a team building activity or game to the daily schedule.
• Know your camp protocol and follow it.

(Utterly Global, n.d., p. 5)
HIRO (continue)

Here are some signs that your camper may be a victim of bullying. By being aware of what they are, you will be better prepared to help prevent it. Look for any change in their behavior (Utterly Global, n.d.). Some show a lack of concentration (Utterly Global, n.d.). They might act withdrawn, depressed, or fearful of the others and their surroundings or they may go up and down emotionally (Utterly Global, n.d.). Some react to teasing with physical symptoms such as headaches, stomachaches or nausea for no apparent reason (Utterly Global, n.d.). If they don't want to participate or start to lag behind the group, use uncharacteristically bad language, or act out, bullying could be a possibility for their change. Finally, other signs to watch for are shoulders hunched, walks with head down, rarely makes eye contact, doesn't seem to have many friends, and lacks confidence. There are several correct ways to handle bullying in your cabins. First, if you see it stop it immediately, do not allow for excuses (Utterly Global, n.d.). Tell any bystanders if you are pleased or not pleased with their reaction be honest and explain why it was in appropriate never mind the fact it is against the rules (Utterly Global,
HIRO (continue)
n.d.). Vocally, praise positive bystander behavior (Utterly Global, n.d.). Take the victim aside and give them your support; avoid doing it in front of others in case it embarrasses the camper (Utterly Global, n.d.). Ask the Activities Director if there is room to add a team building activity or game to the schedule or go out to the field during a break (Utterly Global, n.d.). And finally, "know your camp protocol and follow it" (Utterly Global, n.d., p. 5).

Now that you have a little information about bullying and some steps you can take to prevent it, let's put that knowledge into action! First, I am going to introduce to you a camper and counselor, give you some background information, and then let you watch the scene unfold. After you will have the chance to pick one of three reactions.

Finally, I am going to leave you with some discussion questions to think about before staff week. We will discuss your answers to these questions during staff week, so please feel free to take notes and jot down any questions you may have. Don't forget to bring them with you when you come to camp!
HIRO (Continue)

MUFASA is the camp counselor in charge of a group of 12 campers ages 11 and 12. This is MUFASA's second year at this camp; he is 19 years old. MUFASA has a co-counselor, SHARK, who works at the waterfront and rarely spends time with the cabin because of his strenuous schedule, but often covers for MUFASA on his time off.

CUT TO PICTURE OF CHAZ

HIRO (continue)

CHAZ is an 11-year-old camper. He went to a different camp last year where he had a blast. He decided to try this camp because of its horseback riding program.
HIRO (Continue)

At 11 years old, CHAZ has never been the cool kid in school. Slightly less developed than most kids his age and not especially coordinated, he is an easy target for bullies who often refer to him as "Spaz". He is a very funny kid who often deflects the ridicule with a smart quip. CHAZ has made one tentative friend in the cabin, but DAVE is more interested in being friends with the other "cool" kids and only seeks out CHAZ's company when they ignore him. Whenever the staff member's back is turned, the boys take turns "rat-tailing" (twisting up a towel and snapping it at him) or calling CHAZ names. They recently told the boys in the older cabin next door that CHAZ sleeps in Spiderman pajamas and behind the backs of both cabins' staff members all of the boys have all taken to teasing him about it. CHAZ has learned from his experiences at school that tattle tailing will only make his life worse; he remains silent.
HIRO (continue)

On the day of this conversation, MUFASA has just returned to activities after his scheduled period off. Upon his arrival at the Rockwall, SHARK tells him that they had a small problem with teasing, but he had sorted out the situation. Unbeknownst to SHARK, at the start of the activity, one of the two older boys in the cabin knocked into CHAZ as he walked by and said “outta my way Spidey”. After, the other boys all started smirking at him. CHAZ, SHARK claimed, started calling the two oldest and biggest boys in the bunk “ogre” and “troll”. SHARK told MUFASA that CHAZ was taunting them by saying they were too fat to make it up the Rockwall. As punishment, SHARK decided to take away CHAZ’s Rockwall time and had him sit off to the side alone, but still in sight, to think about what it feels like to be the prey of name calling. Then SHARK leaves to go back to the waterfront and MUFASA takes the group to the next activity, archery.
HIRO (continue)

CHAZ sits down, off to the side away from the others. His shoulders are slumped and he won't look at MUFASA. He is visibly upset and doesn't make his usually dash to the front of the line to take his turn. MUFASA decides to step in and find out what is going on with him because he usually doesn't pick fights with the other boys in the cabin.

MUFASA

I hear there was a problem while I was on break; do you want to tell me what happened?

CHAZ

I just heard SHARK tell you what happened, what else do you want to know?

MUFASA

Your side of the story.

CHAZ

And how the hell will that help? It's not like you're going to do anything about it.

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MUFASA COMPLETELY IGNORES THE BAD LANGUAGE.

MUFA$A

Hey! That’s not fair! How can I help if you won’t tell me what’s up?

CHAZ LOOKS DIRECTLY AT MU$ASA WITH A SLY SMILE.

CHA$  

Touché.

MUFA$A

There’s the CHAZ I know, you’re a funny guy, the staff all like you a lot. You’ve never gotten in trouble before, what happened today?

CHA$  

I just got sick of them.

MUFA$A

What do you mean?
CHAZ

I just got sick of listening to them.

MUFASA

So you called them names?

CHAZ

Whatever.

MUFASA

SHARK said he asked you to think about what it feels like to be called names, what did you think about?

CHAZ

All the names I’ve been called here.

MUFASA STAYS SILENT, WAITING FOR CHAZ TO CONTINUE. AFTER A FEW MINUTES CHAZ CONTINUES.

CHAZ

At my old camp, I had a lot of friends. I hate this place.
MUFASA
You hate the camp? I thought you said you loved the Rockwall?

CHAZ
No, I like the Rockwall but that's it and it's only for an hour a day; the rest of it sucks.

MUFASA
Is there anything I can do to help make this a better stay?

CHAZ
Yeah, let me call my mom.

MUFASA
You know we can't do that.

CHAZ
See I told you there was no point in talking to you, it's not like you're going to help.

SUDDENLY CHAZ GETS UP AND WALKS TO THE OTHER SIDE OF THE RANGE AND TURNS HIS BACK ON MUFASA AND EVERYONE ELSE
Now it's your turn to decide what you would do in this situation. Listen to all three reactions and decide which you think is the best one. Think about some of these questions; go back to them any time you like to answer them.

CUT TO SCREEN OF THE FOLLOWING QUESTIONS:

WHAT WENT WRONG IN MUFASA'S CABIN?
HOW DID YOU FEEL ABOUT SHARK'S REACTION TO THE SITUATION?
WHAT COULD SHARK HAVE DONE BETTER?
WAS SHARK'S REACTION TO THE SITUATION WRONG?
WAS MUFASA'S REACTION TO THE SITUATION WRONG?
WHICH REACTION DO YOU FEEL IS THE BEST ONE? WHY?
WHAT COULD BE A DOWNFALL TO CHOOSING REACTION #2?
WHAT MAKES REACTION #1 A POOR CHOICE?
WHY SHOULD MUFASA NOT WAIT FOR CHAZ TO COME TO HIM WITH THE PROBLEM?
WHAT ABOUT REACTION #3?
WHY SHOULD YOU NOT GO DIRECTLY TO THE HEAD COUNSELOR?
WHAT ARE SOME OTHER REACTIONS THAT WOULD WORK IN THIS SITUATION?

HIRO

What went wrong in MUFASA's cabin?

How did you feel about SHARK's reaction to the situation?

What could SHARK have done better?

Was SHARK's reaction to the situation wrong?

Was MUFASA's reaction to the situation wrong?

Which reaction do you feel is the best one? Why?

What could be a downfall to choosing reaction #2?

What makes reaction #1 a poor choice?

Why should MUFASA not wait for CHAZ to come to him with the problem?

What about reaction #3?

Why should you not go directly to the Head Counselor?

What are some other reactions that would work in this situation?

CUT TO SLIDE STATING:

REACTION 1 - HE'LL LET ME KNOW

MUFASA CALLS OUT TO CHAZ
MUFASA

I just want to help; I can't do that if you walk away!

HE RECEIVES NO RESPONSE FROM CHAZ AND MUMBLES TO HIMSELF

MUFASA (CONTINUE)

Well, if he really has a problem he'll tell me eventually.

CUT TO SLIDE STATING:

REACTION 2 - DISCUSSION ALL AROUND

MUFASA WALKS UP TO DAVE AND ASKS HIM TO STEP ASIDE.

MUFASA

Hey DAVE, what was up today at Rockwall?

DAVE

Why am I in trouble?

MUFASA

No, it just seems a little odd to me, did I miss something big? Are you guys holding out on me?
DAVE

Um... No... No one's holding out on you...

HIRO'S VOICE ALONE IS HEARD WHILE YOU WATCH THE REST OF THE ACTIONS TAKE PLACE IN FAST FORWARD.

HIRO

Unconvinced MUFASA decides to go and talk to the older cabin mates to see what their side of the story is, then get all three boys together for a group talk, and finally have a cabin meeting with everyone to talk about being nice to each other.

CUT TO SLIDE STATING:

REACTION 3 - I NEED HELP!!

MUFASA IS SEEN CALLING FOR THE BOYS CORE STAFF LEADER, ZEUS, ON THE WALKIE-TALKIE.

MUFASA

ZEUS, ZEUS, please come out to the Archery range to talk to me, I have a problem to ask you about.
ZEUS WALKS OVER FROM THE ARTS AND CRAFTS AREA.

ZEUS

What’s up MUFASA? How can I help you?

MUFASA

Something’s up with my cabin and I don’t know what to do. CHAZ is upset and he won’t talk to me. I just don’t know what to do with them anymore.

FADE TO BLACK

CUT TO RECREATION ROOM

HIRO

Which do you think is the best way to go in this situation? Take a moment to review the questions you saw earlier and write down some thoughts on the reactions. I look forward to discussing them with you this summer!

CUT
In this activity, you are going to help decide the outcome! Each activity is about a different situation you might encounter while being a camp counselor. First, I am going to give you some information and tips about each topic. Then I am going to introduce you to a new staff member and camper as well as tell you a little about their situation. After I am done, you will watch a short clip containing a conversation they had together. Finally, you are going to choose the ending you think would work best for this particular situation. Take notes if you wish, because we are going to talk about your responses when we all get together during staff training.

I would like to state that there are only no "right" answers to these situations there are only some responses
HIRO (continue)

that will yield better results than others. When working with kids there are no exact answers or as Jeffrey Leiken (2006) a summer camp training specialist, would say “there is no simple formula for working with humans because they are both dynamic (ever changing) and primarily emotional (not rational)” (p. 1).

A camp staff member is a mother, father, sister, brother, best friend, disciplinarian, mentor, doctor, therapist, and miracle worker. While most staff may wish they had the time to prepare for every difficult situation and conversation they might encounter during the summer, it’s just not possible. It is possible though to prepare for those situations and conversations that are inevitable; one of which is homesickness. “Homesickness is the distress or impairment caused by an actual or anticipated separation from home” (Thurber, 2005, p. 555). Dr. Chris Thurber (2005), a camping consultant renowned for his research on homesickness, notes that most suffer from homesickness, though the degree of sickness might vary.

FLASH STATISTIC ON SCREEN

255
HIRO (continue)

95% of boys and girls experience homesickness (Thurber, 2006).

CUT BACK TO HIRO IN RECREATION ROOM

HIRO (continue)

It is a staff member’s responsibility to know how to take care of a homesick camper when the occasion arises. Dr. Thurber (2005) says that while some campers’ homesickness might be caused by a fear of harm coming to their caregivers while they are away at camp and others might feel anxiety in their new surroundings, for most campers homesickness is a normal occurrence which can be made worse through negative expectations, immature coping skills, fears that they are weird or abnormal, and a “lack of social support” (p. 559).

Homesickness can be detected in many ways. One way, for example, is when the usually outgoing boy or girl is suddenly sitting off to the side instead of being the center of attention; you could be dealing with a case of homesickness. Other signs of homesickness to watch for are...
HIRO (continue)

difficulty eating as well as possible complaints of physical ailments such as headaches, nausea, loss of appetite, and/or dizziness (Thurber, 2005). "Homesickness does not always feel like sadness or nervousness. Sometimes, homesick persons feel angry, irritable, or disoriented. Therefore, homesick children are sometimes hard to identify" (Thurber & Walton, 2007, p.6). If a camper is suddenly feeling ill or misbehaving reprimanding the camper will only aggravate the issue, instead try to find out what is going through their mind. Get them talking to you, ask them questions. Research has shown that by simply asking a camper "How homesick have you been feeling?" you can get a better reading and understanding of the camper's homesickness severity and issues (Thurber & Walton, 2007, p. 2). This will not worsen the situation, despite what common knowledge says (Thurber & Walton, 2007). Research has also found that even though mild cases of homesickness might eventually go away, severe cases usually worsen if left untreated (Thurber & Walton, 2007). Talking about homesickness offers a way to teach campers about it, it doesn't make it worse (Thurber & Walton, 2007).
HIRO (continue)

There are steps you can take to help prevent homesickness.

FLASH EACH TIP ON SCREEN WHILE DISCUSSING THEM.

HIRO (continue)

The first is to set up the proper tone on the very first day of camp (Coutellier & Henchey, 2000). Make sure that campers know where they are and where they can get the things that they might need. Talk to them about the rules so that they know what is expected of them (Coutellier & Henchey, 2000). Have distractions, such as getting-to-know-you games and team building challenges, to redirect the camper's attention. Have the campers write letters home telling their parents what the best thing they did that day was. Create a calendar of the month and highlight the days they will be at camp. By using the calendar, you are illustrating how much time is actually being spent at camp.

Use stickers to reward campers who made it through the entire day, it is a small way of rewarding them for their achievements and by marking the calendar you are allowing them to see just how much time is left at camp.
HIRO (continue)

At bedtime, wind the kids down by telling them a story or reading them a book. Under NO circumstance should you or any of your campers tell a ghost story or any other form of scary stories; stick to fairy tales, anecdotes, or success stories. Review the next day's schedule and answer any questions they may have and address all of their concerns.

Tell campers about any noises they may hear and explain what they are (Coutellier & Henchey, 2000). Make sure you give each camper individual attention so you can make sure that you have addressed their worries (Coutellier & Henchey, 2000).

Research states there are some things you shouldn’t do when you have a homesick camper. The first is ignoring the problem in hopes that the camper will just get over it (Thurber & Walton, 2007). Next, never make a promise to the camper that you may not be able to keep or that you have no control over. For example, do not promise a camper they will receive a letter from home because you have no control over what the parents or guardians will or will not do. And NEVER promise a camper that you will ask if they can make a phone call home if they are good or if they just get through the day. Most camps have a “no phone calls home”
HIRO (continue)

policy like the one we have here at Camp Edwards. Research has shown that campers staying away from home for a short period, which is considered four weeks or less, will make their homesickness worse with a phone call (Thurber & Walton, 2007). Even instant messages can make the situation worse (Thurber & Walton, 2007)!

CUT BACK TO THE RECREATION ROOM

HIRO (continue)

Just remember, redirecting a camper’s attention to something fun and exciting is your best bet to help combat homesickness in your cabin. Now that you have a little information about homesickness as well as some steps that you can take to detect and prevent it, let’s put that knowledge into action! First, I am going to introduce to you a camper and counselor, give you some background information, and then let you watch the scene unfold. After you will have the chance to pick one of three reactions. Finally, I am going to leave you with some discussion questions to think about before staff week. We will discuss your answers to these questions during staff week, so
HIRO (continue)

please feel free to take notes and jot down any questions you may have. Don’t forget to bring them with you when you come to camp!

CUT TO PICTURE OF CANDY

HIRO (continue)

CANDY is the cabin counselor in charge of a group of 12 campers ages 12 and 13. This is CANDY’s first year at camp, she is 22 years old.

CUT TO PICTURE OF SUZIE

HIRO (continue)

SUZIE, one of her campers who also has never been to camp before, is 13. Her father, who is currently serving in Iraq, has not seen his daughter in four months. Her mother admittedly sent SUZIE to camp so that she can get in some
extra hours at work; she has not received a letter from either parent. SUZIE is a little different than the other kids in the bunk; for one she is slightly more mature. As of day two, out of a 6-day session at camp, SUZIE has still not fully join in during group activities or discussions. The other girls have noticed that she doesn’t want to participate and are affected by her attitude.

Mail call has just ended and the campers are headed off to rest hour in their cabins. Three other campers in the cabin received care packages from home. In addition, five campers received letters from their parents, family or friends. All the campers, with the exception of SUZIE are sitting on the floor in the center of the cabin, reading their mail to each other and are sharing their care package goodies with their cabin mates. Several campers called to SUZIE to join
HIRO (continue)

in the fun, but she is sitting on her bunk bed alone rebuffing their attempts to have her join in the festivities. CANDY decides to step in and find out what is going on. She walks over to SUZIE’s bunk and the conversation begins.

CANDY

Can I sit down for a moment?

SUZIE

If you want.

CANDY

How is everything going?

SUZIE

Fine.

CANDY

Would you like to join us on the floor?
SUZIE

No.

CANDY

Any reason why not?

SUZIE

No.

CANDY

We were planning to practice our skit for the campfire, why don’t you come down here to give us some input. With your drama background, you would be a great help to us.

SUZIE

I don’t feel like it.

CANDY

Are you feeling all right today SUZIE?

SUZIE

My head hurts.
CANDY

Did you drink all of your water today at lunch?

IN A SULKY TONE SUZIE REPLIES

SUZIE

Yes.

CANDY

Well that should help your headache a bit. (Pause)
How do you like camp so far? There's lots of stuff to do here, Huh?

SUZIE

It's fine.

CANDY

Have you already picked out your favorite activity?

SUZIE

No.
CANDY
Did you enjoy swimming in the pool today?

SUZIE
It was cold.

CANDY
What are you looking forward to doing this afternoon?

SUZIE
I don’t know.

CANDY
SUZIE, you seem pretty down, is there something wrong?

SUZIE
I’m fine.

CANDY
How do you like the other girls in our bunk?

SUZIE
I don’t know.
CANDY

Why don't you join us on the floor so you and get to know some of the others a bit better...

SUZIE

I don't feel like sitting there with them listening to their letters.

CUT BACK TO RECREATION ROOM.

HIRO

Now it's your turn to decide what you would do in this situation. Listen to all three reactions and decided which you think is the best one. Then think about some of these questions, go back to them any time you like to answer them.

CUT TO SCREEN OF THE FOLLOWING QUESTIONS:

WHICH REACTION DO YOU FEEL WILL HAVE THE BEST OUTCOME?

WHY?

WHAT IS WRONG WITH REACTION 1?

IS IT A BAD IDEA TO TALK ABOUT YOUR HOMESICKNESS TOO?
WHAT IS WRONG WITH SAYING THAT THE CAMPER WILL GET A LETTER SOON?

WHY IS SAYING THAT NOT CONSIDERED A REDIRECTION STRATEGY?
WHAT IS THE GOAL IN ASKING THE CAMPER WHAT THEY ARE LOOKING FORWARD TO DOING?

WHAT WOULD YOU SAY IF THE CAMPER SAYS "NOTHING"?
WHAT OTHER WAYS COULD YOU REDIRECT THE CAMPERS ATTENTION?
WHAT ARE SOME IDEAS YOU COULD USE IN GETTING THIS CAMPER TO ENGAGE IN THE ACTIVITIES AND WITH THE OTHERS?

HIRO

Which reaction do you feel will have the best outcome? Why?
What is wrong with reaction 1? Is it a bad idea to talk about your homesickness too? What is wrong with saying that the camper will get a letter soon? Why is saying that not considered a redirection strategy? What is the goal in asking the camper what they are looking forward to doing?
What would you say if the camper says "nothing"? What other ways could you redirect the campers attention? What are some ideas you could use in getting this camper to engage in the activities and with the others?

CUT TO SLIDE STATING:
REACTION 1 - I KNOW HOW YOU FEEL

CANDY

Why? Are you missing home?

SUZIE'S VOICE STARTS QUIVERING

SUZIE

Yes.

CANDY

Oh sweetie! I know how you feel. I miss my mom and dad a lot too. The thing I miss the most is...

FADE TO BLACK

CUT TO SLIDE STATING:

REACTION 2 - YOU'LL GET A LETTER SOON

CANDY

Why?
SUZIE

'Cause I haven’t gotten any. I miss then and they didn’t even remember to write.

CANDY

They miss you! Don’t worry; I’m certain you’ll get a letter soon.

CUT TO SLIDE STATING:

REACTION 3 - LET’S PLAY CARDS

CANDY

Is there something you would rather do?

SUZIE

No.

CANDY

Have you written home asking for a letter?

SUZIE

What’s the point? It won’t get there on time, just like if they wrote to me now; I wouldn’t get it in time.
CANDY
Well, I can't argue with that logic except to say you never
know what might happen if you don't give it a try.

SUZIE ROLLS HER EYES AT CANDY

CANDY
Well, how about you and I play a game of cards together, do
you have any favorite card games? I see you brought two
decks with you...

FADE TO BLACK

CUT TO RECREATION ROOM

HIRO
Which do you think is the best way to go in this situation?
Take a moment to review the questions you saw earlier and
write down some thoughts on the reactions. I look forward
to discussing them with you this summer!

CUT
TO BE USED BY CAMP DIRECTOR ONCE STAFF IS UP AT CAMP.

THIS TOPIC IS A VERY INTENSE TOPIC THAT MIGHT SCARE STAFF UNNECESSARILY. IT WOULD BE BEST TO SAVE THIS ROLE-PLAY SCENARIO UNTIL THE STAFF HAS ARRIVED AT CAMP. THE END OF THE ROLE-PLAY HAS BEEN LEFT OPEN FOR THE STAFF TO WORK TOGETHER AS A GROUP TO COME UP WITH THE BEST REACTION.

INT. DAY IN THE RECREATION ROOM

HIRO IS STANDING IN FRONT OF THE FIREPLACE IN THE RECREATION ROOM WHILE TALKING DIRECTLY INTO THE CAMERA.

FIRST HE EXPLAINS HOW THE ACTIVITY WORKS, THEN HE EXPLAINS THE DIFFERENT TECHNIQUES TO USE FOR EACH SCENARIO, NEXT HE INTRODUCES THE CHARACTERS IN THE ROLE-PLAY AND FINALLY HE DESCRIBES THE SITUATION.

HIRO

In this activity, you are going to help decide the outcome!

Each activity is about a different situation you might encounter while being a camp counselor. First, I am going to give you some information and tips about each topic. Then I am going to introduce you to a new staff member and camper as well as tell you a little about their situation. After I am done, you will watch a short clip containing a conversation they had together. Finally you are going to
HIRO (continue)

discuss as a group the ending you think would work best for this particular situation. Take notes if you wish.

I would like to state that there are no “right” answers to these situations there are only some responses that will yield better results than others will. When working with kids there are no exact answers or as Jeffrey Leiken (2006) a summer camp training specialist, would say “there is no simple formula for working with humans because they are both dynamic (ever changing) and primarily emotional (not rational)” (p. 1).

It is your job as a camp counselor to create a safe and fun environment for camper to grow and learn. In this environment, campers can learn to trust and believe in you. When this happens, you may find that your campers will confide in you (Coutellier & Henchey, 2000).

FLASH STATISTICS ON SCREEN

“An estimated 872,000 children were determined to be victims of child abuse or neglect [in] 2004” (US Department
HIRO (continue)

of Health and Human Services, 2004, p. 16). That averages out to 11.9 kids out of every 1000 in the United States that have been abused or neglected (US Department of Health and Human Services, 2004). According to the US Department of Health and Human Services in 2004:

More than 60 percent of child victims were neglected by their parents or other caregivers. About 18 percent were physically abused, 10 percent were sexually abused, and 7 percent were emotionally maltreated. In addition, 15 percent were associated with "other" types of maltreatment based on specific State laws and policies.

African-American children, Pacific Islander children, and American Indian or Alaska Native children had the highest rates of victimization at 19.9, 17.6, and 15.5 per 1,000 children of the same race or ethnicity, respectively. White children and Hispanic children had rates of approximately 10.7 and 10.4 per 1,000 children of the same race or ethnicity, respectively. (US DEPARTMENT OF HEALTH AND HUMAN SERVICES), 2004, p. 16)
HIRO (Continue)

There are ways that you can detect child abuse while at camp. What I am about to present to you is just the tip of the iceberg; you will go through a complete training program once at camp.

SHOW SIGNS ON SCREEN WHILE TALKING ABOUT EACH ONE INDIVIDUALLY, KEEP BOLD HEADER AT TOP OF THE SCREEN TO REMIND THE STAFF MEMBER WHAT THE TOPIC IS.

SIGNS OF ABUSE

• THE CHILD IS FRIGHTENED OF PARENT OR CARETAKER OR, AT THE OTHER EXTREME, IS OVERPROTECTIVE OF PARENT OR CARETAKER.

  • THE CHILD IS EXCESSIVELY PASSIVE, OVERLY COMPLIANT, APATHETIC, WITHDRAWN, OR FEARFUL OR, AT THE OTHER EXTREME, IS EXCESSIVELY AGGRESSIVE, DESTRUCTIVE, OR PHYSICALLY VIOLENT.

• THE CHILD AND/OR PARENT OR CARETAKER ATTEMPTS TO HIDE INJURIES TO THE CHILD (E.G., THE CHILD WEARS EXCESSIVE LAYERS OF CLOTHING, ESPECIALLY IN HOT WEATHER; THE CHILD IS FREQUENTLY ABSENT FROM SCHOOL OR MISSES PHYSICAL EDUCATION CLASSES IF CHANGING INTO GYM CLOTHES IS REQUIRED).
• THE CHILD IS FRIGHTENED OF GOING HOME.
• THE CHILD IS CLINGY AND FORMS INDISCRIMINATE ATTACHMENTS.
  • THE CHILD IS APPREHENSIVE WHEN OTHER CHILDREN CRY.
  • THE CHILD IS WARY OF PHYSICAL CONTACT WITH ADULTS.
• THE CHILD EXHIBITS DRASTIC BEHAVIORAL CHANGES IN AND OUT OF PRESENCE OF PARENT OR CARETAKER.
• THE CHILD, AS AN ADOLESCENT, EXHIBITS DEPRESSION, SELF-MUTILATION, SUICIDE ATTEMPTS, SUBSTANCE ABUSE, OR SLEEPING AND EATING DISORDERS.
• A STATEMENT BY THE CHILD THAT THE INJURY WAS CAUSED BY ABUSE. (CAUTION: CHRONICALLY ABUSED CHILDREN MAY DENY ABUSE). (Lockyer, 2003, p. 7)

HIRO (continue)
The following are behaviors that may indicate child abuse, as reported by the California Attorney General’s Office in 2003. The camper is frightened of their parent or caretaker (Lockyer, 2003). Sometimes the camper may go to the other extreme and be overprotective of parent or caretaker (Lockyer, 2003). If the camper is excessively passive, overly obedient, indifferent, quiet, or frightened or, at the other end of the spectrum, the camper is excessively aggressive, destructive, or physically violent then you
HIRO (continue)

might consider abuse (Lockyer, 2003). Sometimes the camper may even show signs of aggressiveness and use obscenities. The camper tries to hide injuries, for example wearing too many layers of clothing, especially when it’s hot (Lockyer, 2003).

The camper is scared of going home either for getting in trouble in the middle of a session or at the end of a session (Lockyer, 2003). The camper is clingy and forms random friendships (Lockyer, 2003). The camper is wary of physical contact with adults and may even recoil when touched in an appropriate way (Lockyer, 2003). The camper exhibits "depression, self-mutilation, suicide attempts, substance abuse, or sleeping and eating disorders" (Lockyer, 2003, p. 7). The camper tells you that their injury was caused by abuse (Lockyer, 2003). Campers may not tell you what the injuries are from, so you have to be careful of taking their words at face value (Lockyer, 2003). They may not have built up enough trust in you to speak up or they may be too afraid to speak up.

The YMCA Services Corporation’s (n.d.) Child Abuse training materials outlines 10 steps you can take when a camper tells you they
HIRO (continue)

have been abused. It is not your responsibility to find out if the camper has really been abused; your job is simply to report the abuse. Sometimes a camper may ask you to promise not to tell anyone else about the situation. If that happens, let the camper know that it's against the law for you not to tell anyone if someone is hurting them, but you will promise not to tell anyone other than the people who are involved with the law (YMCA Services Corporation, n.d.). Always be honest with the camper, they are coming to you because they have developed a trust in you, you do not want to destroy that by lying to them.

The steps the YMCA Services Corporation (n.d.) suggests are:

SHOW STEPS ON SCREEN WHILE TALKING ABOUT EACH ONE INDIVIDUALLY, KEEP BOLD HEADER AT TOP OF THE SCREEN TO REMIND THE STAFF MEMBER WHAT THE TOPIC IS.

STEPS YOU CAN TAKE WHEN A CAMPER REVEALS ABUSE

STEP 1: FIND A PLACE TO TALK WITH THE CHILD (A PRIVATE PLACE VISIBLE TO OTHER STAFF).

STEP 2: DO NOT PANIC OR EXPRESS SHOCK.
STEP 3: EXPRESS YOUR BELIEF THAT THE CHILD IS TELLING THE TRUTH.

STEP 4: USE THE CHILD'S VOCABULARY.

STEP 5: REASSURE THE CHILD THAT IT IS GOOD TO TELL THE TRUTH.

STEP 6: REASSURE THE CHILD THAT IT IS NOT HER OR HIS FAULT AND THAT SHE OR HE IS NOT BAD.

STEP 7: DETERMINE THE CHILD'S IMMEDIATE NEED FOR SAFETY AND HELP SECURE IT.

STEP 8: LET THE CHILD KNOW THAT YOU WILL DO YOUR BEST TO PROTECT AND SUPPORT HIM OR HER.

STEP 9: LET THE CHILD KNOW WHAT YOU WILL DO WITH THE INFORMATION.

STEP 10: REPORT TO THE PROPER AUTHORITIES.

(YMCA Services Corporation, n.d., p. 2).

HIRO (Continue)

Step 1: Find a place to talk with the camper. Go somewhere that is private, but still within view of another staff member (YMCA Services Corporation, n.d.).
HIRO (continue)

Step 2: Do not panic or express shock in front of the camper; remain calm and sympathetic (YMCA Services Corporation, n.d.).

Step 3: Tell the camper that you believe that he or she is telling the truth (YMCA Services Corporation, n.d.).

Step 4: Repeat back to the camper what they said; use their words to describe the situation. You do not want to give the camper any help coming up with the words to describe the abuse that could destroy the case (YMCA Services Corporation, n.d.).

Step 5: “Reassure the child that it is good to tell the truth” (YMCA Services Corporation, n.d., p. 2). Make them feel good about telling you.

Step 6: Let the camper know that it is not their fault (YMCA Services Corporation, n.d.).

Step 7: says that you should, “Determine the child’s immediate need for safety and help secure it” (YMCA Services Corporation, n.d., p. 2). You will not have to worry about this as a residential camp counselor; your Camp Director will take care of this for you.

Step 8: “Let the child know that you will do your best to protect and support him or her” (YMCA Services Corporation,
HIRO (continue)

n.d., p. 2).

Step 9: Tell the camper that what your next step is going to be (YMCA Services Corporation, n.d.).

Step 10: Report your conversation to the authorities and fill out the form your Camp Director will have for you (YMCA Services Corporation, n.d.).

CUT BACK TO THE RECREATION ROOM

HIRO (continue)

Remember, it is not your job to find out if the abuse happened or not, it is only your responsibility to report it. There are other types of abuse as well including, mental, verbal, and sexual all of which you will learn about during staff training.

Now that you have a little information about detecting and reporting child abuse, let’s put that knowledge into action! First, I am going to introduce to you a camper and counselor, give you some background information, and then let you watch the scene unfold. After you will have the chance to pick one of three reactions. Finally, I am going
HIRO (continue)

to leave you with some discussion questions to think about before staff week. We will discuss your answers to these questions during staff week, so please feel free to take notes and jot down any questions you may have. Don’t forget to bring them with you when you come to camp!

CUT TO PICTURE OF BUZZ

HIRO (continue)

BUZZ is a second year staff member in charge of the youngest boys’ cabin. Their ages range from 7 to 8 years-old. His co-counselor, HOOPS...

CUT TO A PICTURE OF HOOPS
HIRO (continue)

...is the basketball instructor who comes in to relieve him for his periods off. HOOPS does not live in the cabin with the boys though he helps out BUZZ whenever he can.

CUT TO PICTURE OF EDDIE

HIRO (continue)

EDDIE is seven years old. This is his first time at camp; he has never been away from home before. He is a little chubbier than the rest of the kids and moves at a much slower pace too. BUZZ did not get a chance to say hello to his parents on arrival day; they had left straight after signing him into camp. They didn’t even walk him to the room where the campers all wait to board the bus to go up to camp. EDDIE did not display any signs that he was upset by this; in fact, he seemed to be a bit relieved. When BUZZ asked him if he was excited about camp this week, EDDIE busted out a big grin and said, “I’ve been waiting for this my whole life”!

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HIRO (continue)

Once up at camp, everything seemed to go quite normal. After lunch, the campers all raced to the cabin trying to be the first to call dibs on a top bunk. BUZZ told them to get ready for orientation and to change into their bathing suits for their swim tests. That's when he first noticed something a bit strange. As EDDIE was changing into his swimsuit, BUZZ noticed a strange marking on his back; it seemed to be in the shape of an iron but since it was faded, it was hard to tell. When EDDIE noticed him looking at it he flushed and quickly turned around. As the day went on BUZZ eventually put it in the back of his mind and forgot about it.

Throughout the week, EDDIE became very attached to BUZZ. He always wanted to sit next to him and was usually hanging on to his arm, but whenever his co-counselor, HOOPS, would come near him he would jump back a mile. Then, one day on the all-camp field while they were all playing American tag football, EDDIE just fell apart and started swearing at everyone.
DISSOLVE TO SCENE ON THE ALL-CAMP FIELD

EDDIE
Go to hell to stupid son of a bitch! Don’t touch my shit!

BUZZ
Whoa there buddy, we don’t use language like that here at Camp Edwards, why don’t you and I take a break and talk about this.

HOOPS
Sounds like a good idea to me, I’ll watch the guys.

BUZZ POINTS TO A LOG AT THE OTHER END OF THE FIELD, JUST OUT OF EAR SHOT, BUT STILL WITHIN SIGHT.

BUZZ
Great, I’m going to go over there, let me know if you need me.
THEN POINTING AT HIS OWN EYES WITH THIS RIGHT INDEX AND MIDDLE FINGERS

HOOPS

Gotcha! I’ll holla’ if I see, need anything.

EDDIE

I don’t want to fucking go over there with you!

BUZZ

Again with the language, this is so not like you EDDIE! I think that you and I need to have a man-to-man talk.

EDDIE LOOKS UP AT BUZZ WITH HUGE EYES THAT ARE SLOWLY FILLING WITH TEARS.

EDDIE

Do you hate me now?

BUZZ

What in the world would ever make you think I hate you? I might hate how you are acting, but I will never hate you!
EDDIE

Do you mean it? Even if I do something really, really, really bad?

BUZZ PLACES HIS RIGHT HAND ON EDDIE’S LEFT SHOULDER AND LOOKS STRAIGHT INTO HIS EYES

BUZZ

Yes, I 100% meant it.

THEY START TO WALK ACROSS THE FIELD TO THE LOG

BUZZ

So what happened out there? Why did you start yelling at Jack?

EDDIE

Because he was being a stupid head.

BUZZ

Calling others names doesn’t really help you know, why you don’t tell me exactly what happened.
EDDIE
FINE! Mike threw the ball to me and then Jack tried to grab my chest when I was trying to jump up and grab the ball. He always tries to touch me!

BUZZ
What do you mean he always tries to touch you?

EDDIE
He always tries to take my stuff that's when he touches me; I don't it like when... I mean... never mind...

EDDIE SUDDENLY GETS VERY SHY AND LOOKS AWAY.

BUZZ
Like when who touches you EDDIE?

EDDIE MUMBLES

EDDIE
Nobody, it's nothing, I was going to say something else but I forgot.
BUZZ KEEPS HIS TONE CALM

BUZZ

Well, if you don’t want to talk about it that’s ok, but I want you to know you can always come and talk to me ok?

EDDIE

OK

FADE TO BLACK

EXT. DAY TIME AT THE FLAG POLE AFTER LUNCH

IT IS THE SECOND TO LAST DAY OF THE SESSION. EVERYONE HAS JUST HAD LUNCH AND IS HEADED BACK TO THE CABINS FOR REST HOUR.

EDDIE

Remember how you said we could talk whenever?
BUZZ

Yeah?

EDDIE

Well, I have something I want to tell you but I want to your promise not to tell anyone else.

BUZZ

Well buddy, I can't promise not to tell anybody, but why don't you tell me what you have to say. I can promise you that if I have to tell someone about it; it will only be someone in charge.

EDDIE

Well, I don't know... Why do you have to tell?

BUZZ

There are some things you just can't make better unless you tell someone in charge or ask for help. Besides, it could be against the law for me to keep some secrets.

EDDIE

Really?

290
BUZZ
For sure! But I will give you my word; I will only tell the people that the law requires me to tell, I won't tell anyone in our cabin.

EDDIE
Well, it's about my friend at home. Sometimes his dad gets really mad and throws stuff at him.

CUT BACK TO RECREATION ROOM.

HIRO
Now it's your turn to decide what you would do in this situation; work together to come up with the best reaction to this situation. After, we'll talk about some of these questions, go back to them any time you like to answer them.

CUT TO SCREEN OF THE FOLLOWING QUESTIONS:
WHAT ARE THE CAMP POLICIES ON THIS BEHAVIOR?
WHAT SHOULD BUZZ DO IMMEDIATELY?
WHAT SHOULD BUZZ DO NEXT?
WHO SHOULD BE INVOLVED IN THIS?
SHOULD ANYONE ELSE AT CAMP BE INVOLVED IN THIS?

ARE THERE ANY REACTIONS THAT WOULD HAVE NOT WORKED?

CUT.
APPENDIX E

VIGNETTE 5: A DAY AT CAMP

293
EXT. DAY AT ARTS AND CRAFTS

THE CAMP DIRECTOR AND THREE STAFF MEMBERS ARE AT THE ARTS AND CRAFTS AREA MAKING LANYARDS (PLASTIC STRING WOVEN TOGETHER).

ERAGON

So what’s next Hiro?

HIRO

Well, I thought I’d show you what a daily schedule looks like and walk you through a typical day at camp.

ERAGON

Sounds good to me!

HIRO

Then let’s get started. At the beginning of each session you will be given a packet by the Activities Director. In this package you will find a copy of the general daily schedule, a Master Activity Schedule, and a Bell Schedule.
HIRO (continue)

The Flag, KP, Strike Force and Poo Patrol schedules are also included as well.

ERAGON

What are those things?

HIRO

The Flag schedule is simply the rotation order for the cabins telling them who is in charge of raising and lowering the flag each day. KP is Kitchen Patrol. Cabins are assigned to help set up the tables with dishes, silverware, and the drinks as well as help clean up after each meal by sweeping and wiping down the tables. Strike Force is what we call the staff in charge of watching the cabins at night. The counselors actually have quite a bit of fun with this one.

CUT TO STRIKE FORCE
HIRO (continue)

You see, at night after devotions, some staff get time off while the others are put in charge of watching two to three cabins each. It started because staff wanted more time off at night. The problem was we wanted staff members to watch the cabins because some of the older kids would try to sneak out at night. As a group, we decided that if some staff would stay on duty to watch the cabins for any problems, like talking after lights out, and emergencies, like someone not feeling well, as well as watching to make sure the kids do not sneak out at night, we would let the staff have more time off at night. The staff, excited about getting extra time off and wanting to impress us, put on camouflage clothes and face paint, grabbed walkie-talkies (just in case there's an emergency and they need to get a hold of Core Staff), and started roaming throughout camp listening in on the cabins and looking for sneaky campers.

CUT BACK TO FLAG

BEANIE MAN

We love it! It makes sitting around at night watching the kids, fun! We use police codes over the walkie-talkies to
BEANIE MAN (continue)
keep in touch with each other and add a little excitement.  

It’s the only time Hiro lets us play with the walkie-talkies.

JINX
10-4!

HIRO
Poo Patrol is actually not as gross as it sounds; you don’t have to go looking for poo or anything. This tradition started a few summer ago too. You see, sometimes the campers have to use the bathroom during campfire. The counselors let the campers go with 2 buddies, totaling three campers, to the bathrooms that are over by the pool. We send three campers together just in case one kid starts to bully the other when they are on their own. Three campers eliminates the he said/she said issues. The big problem we were having with the bathroom situation was the kids would go to the bathrooms and stay there for a long time playing around. The counselors couldn’t keep running after them because they were either watching their own cabins or were participating in running the campfire show.
HIRO (continue)

We solved the problem by placing two activity staff members in front of the path to the bathrooms. This way the staff members can hurry the campers up if they are taking too long.

JINX

We like to think of it as a little break from the kids.

ERAGON

Sounds like a good idea!

HIRO

Here's what the daily schedule looks like.

CUT TO DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00AM</td>
<td>WAKE UP</td>
</tr>
<tr>
<td>7:30AM</td>
<td>POLAR BEAR SWIM</td>
</tr>
<tr>
<td>8:00AM</td>
<td>CHAPEL</td>
</tr>
<tr>
<td>8:25AM</td>
<td>FLAG</td>
</tr>
<tr>
<td>8:30AM</td>
<td>BREAKFAST</td>
</tr>
<tr>
<td>9:00AM</td>
<td>CABIN LEADER MEETING</td>
</tr>
<tr>
<td>9:15AM</td>
<td>CABIN CLEAN UP</td>
</tr>
</tbody>
</table>

298
9:30AM  MONDAY PICTURE DAY MEET AT FLAG POLE
9:40AM  COUNSELORS TO THE CABINS, ACTIVITY STAFF SET UP
10:00AM - 11:10AM  ACTIVITY 1
11:15AM - 12:10PM  ACTIVITY 2
12:25PM  FLAG
12:30PM:  LUNCH
1:15PM:  REST TIME
1:55PM - 2:55PM  ACTIVITY 3
3:00PM - 4:00PM  ACTIVITY 4
4:05PM - 5:05PM  CAMPER ELECTIVES
5:05PM  BACK TO THE CABIN TO WASH UP FOR DINNER
5:25PM  FLAG & DITTIES
6:00PM  DINNER
6:30PM  CAMP STORE OPENS
7:00PM  TWILIGHT ACTIVITY/CAMP FIRE
9:15PM  BACK TO THE CABINS, ACTIVITY STAFF MEETING
9:45PM  DEVOTIONS
10:00PM  LIGHTS OUT

CUT BACK TO FLAG.
ERAGON

What’s “Ditties”?  

BEANIE MAN

Those are great! Each cabin makes up a short 30 seconds or less song about how much they want to go and eat dinner.

The cabin that has the best ditty gets to go into the dining room first! It’s a totally blast and a great group activity!

JINX

Would you like to hear the one the staff made up last year to the Sprite Remix song?

ERAGON

Sure!

CUT TO STAFF SINGING DITTIES

JINX and BEANIE MAN

Sprite remix we be drinking,
Food be fresh out the kitchen,
Little Star’s [running that party],
Got every camper here wishing,
Don’t want no CANDY or Gum,
Little Star’s food’s number one
It’s staff training week,
And baby we gonna have us some fun!

Bounce, bounce, bounce, bounce, bounce, bounce, bounce, bounce...
Bounce, bounce, bounce...
This here ditty we wrote,
Then put on some clothes,
Walk up to the dining hall,
Just to get us some more,
No more hoping and wishing,
Little Star’s feeling what ya feeling,
She’s gonna take some food,
And cook it up in the kitchen...
So give me some ‘food food’
Can you pass it to ‘Big Red’
No more waiting in line,
This staff ditty is fine...
Sprite remix we be drinking,
Food be fresh out the kitchen,
Little Star's [running that party],
Got every camper here wishing,
Don't want no CANDY or Gum,
Little Star's food's number one
It's staff training week,
And baby we gonna have us some fun (Battye, 2003)!

ERAGON

That totally rocked!

JINX

Thanks! Each night you will make up one of these with your campers. It's best if you ask for their help writing it because it makes it a great cabin activity when there is a little bit of down time. My cabin and I always practiced some dance moves to go along with it. The judges, usually the activity staff members or Core Staff, love it when you suck up a little and have great moves.

BEANIE MAN

Sometimes the competitions get intense; especially during Teen Week! So long as you keep it nice, it makes it tons of fun!
ERAGON

Alright.

HIRO

Let’s move on. In the package you will get from the Activities Director, you will also find the Master Activity Schedule. The Master Schedule tells you what each cabin will be doing during every activity period that week. Copies are posted on the board outside the main lodge but you should always keep this on you.

CUT TO PICTURE OF BOARD OUTSIDE MAIN LODGE

HIRO (continue)

If there are ever any mistakes that you notice on the Master Schedule, tell the Activities Director right away so that it can be fixed.

ZOOM IN ON THE MASTER SCHEDULE
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>All Camp Picture</td>
<td>Cabin Clean Up</td>
<td>Cabin Clean Up</td>
<td>Cabin Clean Up</td>
<td></td>
</tr>
<tr>
<td>10:00am</td>
<td>1 Lake</td>
<td>1 Rockwall</td>
<td>1 Archery</td>
<td>1 Circus</td>
<td>C</td>
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<tr>
<td></td>
<td>K Lake</td>
<td>K Archery</td>
<td>K Rockwall</td>
<td>K Circus</td>
<td>A</td>
</tr>
<tr>
<td>10:00am</td>
<td>2 Archery</td>
<td>2 Team Game</td>
<td>2 Circus</td>
<td>2 Newspaper</td>
<td>R</td>
</tr>
<tr>
<td>10:00am</td>
<td>3 RockWall</td>
<td>3 Hike/Bike</td>
<td>3 Circus</td>
<td>3 Archery</td>
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<tr>
<td>10:00am</td>
<td>5 Circus</td>
<td>5 Lake</td>
<td>5 V-ball</td>
<td>5 A&amp;C</td>
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<td>6 Lake</td>
<td>6 V-ball</td>
<td>6 Hike/Bike</td>
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<td>7 B-ball</td>
<td>7 Circus</td>
<td>7 Lake</td>
<td>7 Newspaper</td>
<td>A</td>
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<td>8 Circus</td>
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<td>8 Team Game</td>
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<tr>
<td>10:00am</td>
<td>9 A&amp;C</td>
<td>9 V-ball</td>
<td>9 Hike/Bike</td>
<td>9 Newspaper</td>
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<tr>
<td>10:00am</td>
<td>10 T.Games</td>
<td>10 V-ball</td>
<td>10 A&amp;C</td>
<td>10 RockWall</td>
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<td>1 Lake</td>
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<td>1 Circus</td>
<td>1 Newspaper</td>
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<td>K Circus</td>
<td>K Team Game</td>
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<td>10 Circus</td>
<td>10 Newspaper</td>
<td>10 B-ball</td>
<td>10 Hike/Bike</td>
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<tr>
<td>Lunch</td>
<td>Odd Face Paint</td>
<td>Face Paint</td>
<td>Staff Costume</td>
<td>Monk Lunch</td>
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<tr>
<td>Lunch</td>
<td>Utensils</td>
<td></td>
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<td></td>
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<tr>
<td>Rest Period</td>
<td>Rest Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>1/K Pool</td>
<td>POOL PARTY!</td>
<td>1/K Store</td>
<td>1/K B-ball</td>
<td></td>
</tr>
<tr>
<td>1/K Pool</td>
<td>2/3 Lake</td>
<td>Lifeguards: Tink,</td>
<td>2/3 Store</td>
<td>2/3 Store</td>
<td></td>
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<tr>
<td></td>
<td>5/6 Store</td>
<td>Smiley,</td>
<td>5/6 B-ball</td>
<td>5/6 Pool</td>
<td></td>
</tr>
<tr>
<td>11:15am</td>
<td>7/8 V-ball</td>
<td>Magoo</td>
<td>7 Store</td>
<td>7 Hike/Bike</td>
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<tr>
<td>11:15am</td>
<td>9/10 Store</td>
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<td>8 Archery</td>
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<td>9/10 Lake</td>
<td>9/10 V-ball</td>
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<tr>
<td>Activity</td>
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<td>1 Team Games</td>
<td>1 V-ball</td>
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<td>10 Archery</td>
<td>10 Circus</td>
<td>10 Lake</td>
<td>10 Pool</td>
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<tr>
<td>Elective</td>
<td>Rags &amp; Leathers</td>
<td>5 Circus</td>
<td>9 Circus</td>
<td>7 Circus</td>
<td></td>
</tr>
<tr>
<td>4:05-5:05</td>
<td>6 Circus</td>
<td>6 Circus</td>
<td>10 Circus</td>
<td>8 Circus</td>
<td></td>
</tr>
<tr>
<td>Camp Store</td>
<td>Cabins: 1, K, 2, 3, 5</td>
<td>Cabins:</td>
<td>Cabins: All</td>
<td>Cabins: All</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Dodgeball</td>
<td>Counselor Hunt</td>
<td>EDDIE Mania</td>
<td>Free Play</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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ERAGON

That looks a complicated!

BEANIE MAN

Only the first time you look at it, but take a close look and you’ll see just how easy it is to follow. It’s like finding a point on a map. You line up the information on the left with the information on the top, find the spot where it meets, and that’s where you’re supposed to be. So let’s say that it is 3pm on Wednesday and you’re in cabin K. Find the day at the top of the schedule and the time on the left hand side. When you line them up, like finding a point on a map using a latitude and longitude, you’ll find that you are playing volleyball with cabin I.

ERAGON

Oh! I get it! It’s easy; it’s just a little overwhelming when you first look at it.

JINX

It can be, but I like knowing where everyone is.
BEANIE MAN

Me too!

HIRO

The camp's program is run by the Activity Director who rings the bell on the porch of the Main Lodge to let you know when it is time to go to the next activity. That's what the bell schedule is for; just in case you forget what a bell means.

ERAGON

You said earlier that staff gets time-off during the day.

HIRO

Yes, I did. There is one important thing that you should remember though, periods off during the day is a luxury that can only happen if there are enough staff. There have been times when the camp is completely filled and we are short an extra staff member who can go around giving staff periods off during the day. We'll try to do everything we can to make sure you get a period off, even if it means a Core Staff leader takes over your cabin while you get some time to yourself. Sometimes though, things do not work out
HIRO (continue)

as we hoped and you may have to pitch in and give up your break for the greater good.

JINX

It doesn’t happen too often and when it does it stinks, but things could be worse!

ERAGON

OK. I guess it kinds of stinks but I get it. How come you are short staffed though?

HIRO

Sometimes things just happen. There are ACA standards that we have to meet that gives a minimum staff to camper ratio, and we never go below that, but at the end of the summer when enrollment is usually a little lower and staff have to start going back to school; things happen. I try to only hire staff that can stay the summer, but sometimes the returning staff or volunteers have school obligations that they cannot escape. Since the campers like them, I make exceptions.
ERAGON

I get it. Is there a lot of free time at camp for the campers?

HIRO

I wouldn’t say a lot, but there is some free time.

ERAGON

What do we do with the camper’s then?

HIRO

During staff training we are going to teach you a lot of games that you can play with your campers on the spur of the moment. They are called ice-breakers, energizers, and team building games. They are a great way of keeping the kids entertained when there is a lull in the schedule.

JINX

And you have your ditty done.

HIRO

That too.
BEANIE MAN

You can always go on-line and find some to play before you come to camp. That way you can bring new ideas to camp with you that I’m sure everyone would appreciate! After three years of playing these games, I get a little bored. Would you like to try one I found on-line?

ERAGON

I’ll give it a go.

BEANIE MAN PICKS UP A HULA HOOP THAT WAS SITTING OFF TO THE SIDE UNNOTICED BY ERAGON.

BEANIE MAN

It’s called Helium Lift; here are the rules. Each person has to be touching the Hula Hoop at all times but only with the index finger of both hands. You cannot wrap your fingers around the Hula Hoop; the hoop just lies on top of your fingers. The object is to put the Hula Hoop down on the ground as a group, at the same time, and while everyone is touching it.
ERAGON
Sounds easy enough.

BEANIE MAN
That's what I thought, let's give it a try.

THEY ALL STAND AROUND THE HOOP TO START TO PLAY.

THEY STOP PLAYING.

ERAGON
This is harder than it looks. Is there a trick?

BEANIE MAN
Nope. You do want to get the campers talking to each other though; this is a team building game after all! With it, they learn to work together to solve problems. I like to use this one when my campers are fighting. The more they argue while trying to get the hoop on the ground the harder it is. I keep reminding them of that and eventually they start to talk to each other instead of accusing each other.
FLASH WEBSITE ADDRESSES ON SCREEN AS HIRO MENTIONS THEM.

HIRO

There are plenty of games like this to play. You can find them on websites like www.businessballs.com, www.camptalk.com, and www.ultimatecampresources.com. Camp Talk and Ultimate Camp Resources also has articles that staff members can read about camp and blogs where you can get advice or tips about camping.

ERAGON

I’m going to check those out!

HIRO

Please do! There is something else I would like to talk to you about; campers asking personal questions or talking about sex or drugs.

ERAGON

Beanie Man said earlier that we shouldn’t talk about that with the campers.
HIRO

He's right, but sometimes it's a sticky situation. If you refuse to answer any of their questions, they feel insulted and upset. You have to be very careful. Some campers may not have any outside experience talking about these subjects while other may be more experienced than you really want to know. At Camp Edwards, we do not want you to talk about these things with the campers. Be honest with your campers; tell them that you are not allowed to talk about it with them it is against the camp's rules. Telling campers that you don't kiss and tell might put the conversation off for a while, but it might eventually come back up again. If a camper asks you a question about sex or drugs, tell them that they should ask their parents about that. If your campers continue to pester you, let them know in a firm yet gentle voice that you do not feel comfortable talking about it with them; this will usually work even with the older campers. Do not show them that you are embarrassed by it because they will sense this and it might backfire on you. Kids today have been exposed to sexualized messages through the media and other resources. We mentioned earlier that a great way to catch up on kid culture is to read their magazines.
JINX

I picked up the April 2007 issue of Seventeen magazine, whose target population is teenagers, and it included a spread on “How to Kiss (the right way)” and kids at school buying drugs (Shoket, 2007 April, cover).

HIRO

Kids today, especially teens, know plenty but might try to ask you questions in order to learn more. You do not want a camper who is not ready for that conversation to be put into a situation where they are exposed to it.

The same goes for music. At Camp Edwards, we do not let kids bring radios, but sometimes it happens. The general rule of thumb is if I am standing outside your cabin door and I can hear it, it’s too loud. Any music that includes sexual references, drugs, violence, or obscene language is not tolerated.

ERAGON

Wow, that eliminates a lot!

HIRO

I know, but that’s the rule.
BEANIE MAN

I always spend some time before camp starts looking into kids' music and celebrities. That way if they want to play music that is not allowed, I have an alternative that is still considered cool for them to listen to.

JINX

Even worse, when they play one song over and over and over again. I don’t think I’ll ever be able to listen to that song “Oops!... I did it again” (Martin & Yacoub, 2000) ever again!!! That’s when you need a backup the most!!

BEANIE MAN

I also check out kid celebrities. That way when they talk about them I know how they are.

ERAGON

Another good idea!

HIRO

Remember that camp is about having fun.
HIRO (continue)

Here are some general tips to help you become a successful counselor.

FLASH THEM ON THE SCREEN AS EACH ONE IS READ

HAVE FUN.

BE FAIR.

BE CONSISTENT.

DO NOT BE TOLERANT OF TEASING.

DON'T BE AFRAID TO ADMIT WHEN YOU DON'T KNOW SOMETHING.

DON'T RAISE YOUR VOICE OR SHOUT AT A CAMPER UNLESS THE SITUATION TRULY NEEDS IT.

DON'T HAVE FAVORITES.

DEVELOP A "LOOK".

BRING ALL OF YOUR PATIENCE.

HIRO (continue)

The first is to have fun! The more you enjoy yourself the more your campers will. They look up to you for clues on how to act and react to something. If you're bored, they will act that way too. Next is to be fair. Campers know when something is fair or not and understand what fair play is. You always want to be consistent with your campers. The
HIRO (continue)

rules for one camper have to be the same as the rules for all the other campers in your bunk. Don’t just change them.

Stop teasing the moment you hear it; nothing can ruin a summer like teasing. If the camper says it doesn’t bother them, don’t believe it! They may just be acting tough to show you they are cool too. A simple, “Hey man, that was not-cool” or “that’s wack” will let campers know that you are unimpressed by their behavior without making too big a deal out of it. If you don’t know something, admit it and ask don’t just try to fake it. Campers notice this and when they find out that you were wrong, the will feel as though you lied to them.

Also, if you are unsure if you, other staff, or a camper is allowed to do something, don’t do it! It’s probably not ok. Trust your instincts and ask the Core Staff. Only raise your voice when you have to. If campers are consistently yelled at, the yelling will lose its affect. Save it for time of need like emergencies, dangerous situations, or serious transgressions. Don’t play favorites with your campers. Sometimes this is hard because you naturally bond with campers like you. The problem is that the other campers will pick up on it and feel left out; it will only
HIRO (continue)

cause serious problem for you in the long run. Develop a "look". You know that look your mother gives you when you know that she knows that you’ve done something wrong? It’s the look that says, "do not even think about it, kiddo". I don’t know about you, but when my mother gave me that look; it was enough to stop me in my tracks! Sometimes one good look can make anyone squirm.

FLASH PICTURE

HIRO (continue)

The good news is that the "look" can be learned! Practice in the mirror and then try it out on some kids. One counselor told me that he would go to the mall and whenever he saw a kid doing something bad he’d give them a look. Finally bring your patience with you to camp. Working with kids can be a tiring and trying process, sometimes it just takes a little patience to get your point across to them.
ERAGON
I can handle that, I think.

HIRO
I know you can, that's why I hired ya. Now there is one last thing to talk about before we let you go; losing a camper.

ERAGON
Losing a camper? Can that happen?

BEANIE MAN
Seen it happen.

JINX
It is not a fun feeling or a nice thing to go through.

HIRO
Let me tell you about a story written by Zuniga (2002) about a kid named Sam Schubert. On July 4, 2000 Sam went on a canoe trip with his cabin and drowned. The courts found the camp to be negligent because the counselors did not go to save the boy right away; instead, one went after another
HIRO (continue)

escaping canoe and the other paddled past him up the river.

Sam had been trapped under a canoe for several minutes before the staff tried to rescue him. He died from injuries over one month later.

PAUSE

HIRO (continue)

Losing a camper is easier than you think. One second he or she is standing right there then you turn around for two seconds and the camper is just gone! We are surrounded by thousands of acres of forest in every direction. In the summer, there is always the danger of fires.

FLASH PICTURE

ERAGON

Whoa! Where's that?
HIRO

That’s on the mountaintop across the valley from Camp Edwards. It did not reach us, but a few summers ago, we did have to evacuate because a fire came too close. Nothing was ruined and no one was harmed, but it made me realize how important it is to know where your campers are.

ERAGON

I understand completely.

HIRO

You must do a head count of your campers once every 3 to 5 minutes, but especially before you leave and once you arrive at any destination (YMCA Camp Edwards, 2004). Get used to doing headcounts silently to yourself wherever you go with your friends. Know how many people are supposed to be in the group and learn to count them up quickly; this way you’ll have lots of practice with it before you get to camp.

JINX

I’m not very good at that, so I got the kids to do it themselves. Anytime I said, “Who’s up for fun?” my campers
JINX (continue)

counted off quickly. I made a game of it by timing them. They got so good at it by the end of the week that they could count off all 11 girls in 9 seconds!

HIRO

The horrors of losing a camper can haunt you for the rest of your life as can making the wrong choice in an emergency. Camp Edwards has specific emergency procedures for all kinds of situations, which you will go over during staff training. Today we are going to talk about the procedures for lost or missing campers.

FLASH PROCEDURES ON SCREEN

1. 3 MINUTES TO SEARCH CAMP YOURSELF; MUST CHECK LAST ACTIVITY AREA, BATHROOMS AND YOUR CABIN
2. CONTACT ANY CORE STAFF MEMBER IF CAMPER IS NOT FOUND
3. WHEN YOU HEAR THE EMERGENCY BELL, HEAD TO FLAG POLE WITH ENTIRE CABIN
4. KEEP ALL CAMPERS THERE, CALM AND ENTERTAINED UNTIL FURTHER NOTICE
5. CORE STAFF AND OTHER SELECTED STAFF ARE GIVEN 3 MINUTES TO SEARCH AREAS ASSIGNED BY CAMP DIRECTOR
6. IF CAMPER IS NOT FOUND WITHIN 15 MINUTES, SEARCH AND RESCUE MUST BE CALLED (THEIR ARRIVAL MAY TAKE UP TO 30 MINUTES)

7. CALL KEN STEIN, YMCA OF THE EAST VALLEY PRESIDENT TO INFORM HIM ABOUT THE CRISIS

8. IF CAMPER IS NOT FOUND WITHIN THE HOUR CALL NEXT OF KIN

9. ONCE CAMPER IS FOUND CONTACT NEXT OF KIN AND KEN STEIN

10. NO STAFF MEMBER SHOULD TALK TO THE PRESS FOR ANY REASON WITHOUT DIRECT PERMISSION FROM THE CAMP DIRECTOR OR KEN STEIN

HIRO (continue)

First, you need to check the last activity area you were at, all bathrooms on camp that the camper could have gone into and your cabin. You have three minutes to get this done. You should also check any area along the way that a camper could hide in, but you must check those three areas!

If camper is not found within three minutes, immediately contact any Core Staff Member or person with a walkie-talkie who can reach a Core Staff member. Some activity staff must keep walkie-talkies on them for safety reasons. You can find these staff at the pool, Rockwall, Hike and Bike, the Lake, and Archery. Core Staff will then ring the
emergency bell. When you hear the emergency bell, head to the Flag Pole with your entire cabin. If you are activity staff, close down your activity area immediately, make sure there are no campers left behind, and race over to the flag pole. Keep all campers there, calm and entertained until further notice. The Core Staff and other selected staff will then be given 3 minutes to search areas assigned by the Camp Director, which will include the same areas the staff member checked as well as the ridge around camp and the road, Ragger's point, all activity area including chapel, and the trails. If the camper is not found within 15 minutes, Search and Rescue must be called. Search and Rescue's response time may take up to 30 minutes. In the mean time, the Core Staff will return to camp to grab emergency hiking gear, and continue a wider area search. Once Search and Rescue has been called the Camp Director will call Ken Stein, YMCA of the East Valley President to inform him about the crisis and that Search and Rescue has been called. If the camper is not found within the hour, the Camp Director will call any next of kin or guardians. Once the camper is found, contact the next of kin and Ken Stein to let them know the crisis is over. If the press
HIRO (continue)

arrives at camp, they are not allowed on the property. Immediately escort them, as you would anyone without a visitor’s pass to the Main Office. Use the Upper Road so campers are not exposed to them. No staff member should make any comments to the press for any reason without direct permission from the Camp Director or Ken Stein; simply state, that you have no comment and that you will direct them to the Camp Director. Under no circumstances should you give or sell any footage to the media.

ERAGON

Why not?

HIRO

Some of our campers have private family issues such as being restricted by law from seeing a parent. Because of this, they are not allowed to be in pictures. If you sell or give footage of that camper to the press, you could be putting that camper in jeopardy.

ERAGON

Oh, I didn’t think of that.
HIRO

That’s why we have the rule.

ERAGON

Makes sense to me!

HIRO

Now that you know the basic camp procedures, I am going to put your knowledge to the test!

CUT TO ARTS AND CRAFTS

HIRO (continue)

You and your cabin have just finished archery and have headed over to your next activity at Arts and Crafts. You did a head count of your campers before you left the archery range and know that everyone was with you and knew where you were going next before you left the range. When you arrived at Arts and Crafts, the campers were excited to learn that they’d be doing a Copper Molding class and
HIRO (continue)

quickly started arguing over who got which mold. You and
the Arts and Crafts instructor settle the arguments and
your campers settle down and start working on their
projects. That's when you get that funny feeling at the
bottom of your stomach; something's not right. You take
another head count knowing that you should have done that
the moment you arrived at Arts and Crafts but were too
distracted by your fighting campers. Your camper, Max, is
nowhere to be seen. When you ask the others if know where
Max is, no one knows. Max has an older sister at camp, and
has been complaining that they haven't seen enough of each
other. On the way to Arts and Crafts, you remember seeing
Max's sister's bunk headed up to the Basketball court. Max
is a quite camper but is friends with everyone in the bunk.

CUT TO CAMP MAP IN PERSPECTIVE PROJECTION

STAFF WILL PLAY THE GAME USING THE SAME CHARACTERS AND KEYS
FROM THE TREASURE HUNT.
HIRO (continue)

In this activity, you will have three minutes to search the camp for your lost camper. You can earn points for each place that you check but be careful! You can also lose points for checking in places that would just waste time. The object is to reach all of the correct places and people in the proper amount of time.

POINT SYSTEM:

ARCHERY (IF DONE 1ST, 2ND, OR 3RD) = 10 POINTS

POOL BATHROOM (IF DONE 1ST, 2ND, OR 3RD) 10 POINTS

GIRLS/BOYS BATHROOM (IF DONE 1ST, 2ND, OR 3RD) 10 POINTS

MAX’S CABIN (IF DONE 1ST, 2ND, OR 3RD) 10 POINTS

ARCHERY = 2 POINTS (SHOULD HAVE CHECKED HERE WITHIN YOUR FIRST THREE PLACES!)

MAX’S CABIN = 5 POINTS (SHOULD HAVE CHECKED HERE WITHIN YOUR FIRST THREE PLACES!)

POOL BATHROOM = 2 POINTS (SHOULD HAVE CHECKED HERE WITHIN YOUR FIRST THREE PLACES!)

GIRLS/BOYS BATHROOM = 2 POINTS

INFIRMARY = 10 POINTS (SMART MOVE!)

MAIN LODGE = 10 POINTS (SMART MOVE!)
OLDER SISTER’S CABIN ACTIVITY BASKETBALL = 10 POINTS (SMART MOVE!)

OLDER SISTER’S CABIN = 10 POINTS (WAY TO GO!)
INSIDE THE ARTS AND CRAFTS ROOM = 7 POINTS (GOOD THINKING! THEY MIGHT HAVE SLIPPED INSIDE WHEN THE STAFF WASN’T LOOKING!)

UNDER THE BED = 7 POINTS (CONGRATS FOR CHECKING TO SEE IF THEY WERE HIDING FROM YOU!)

BEHIND MAX’S CABIN = 7 POINTS (CONGRATS FOR CHECKING TO SEE IF THEY WERE HIDING FROM YOU!)

RIDGE RIGHT BEHIND MAX’S CABIN = 7 POINTS (CONGRATS FOR CHECKING TO SEE IF THEY WERE HIDING FROM YOU!)

CAMPFIRE = 5 POINTS (WAY TO BE THOROUGH!)

CAMP STORE = 5 POINTS (GOOD IDEA, THEY MIGHT HAVE SEEN IT OPEN FOR ANOTHER CABIN.)

CHAPEL = 5 POINTS (NICE THINKING!)

ROCKWALL = 5 POINTS (GOOD IDEA!)

LOW ROPES = 5 POINTS (WAY TO GO!)

VOLLEYBALL = 5 POINTS (WAY TO BE THOROUGH!)

HIKE AND BIKE SHED = 5 POINTS (NICE THINKING!)

RAGGER’S POINT = 2 POINTS (GOOD IDEA, BUT IT’S A LITTLE OUT OF THE WAY FOR YOU TO CHECK IN THREE MINUTES, LEAVE THIS FOR CORE STAFF TO CHECK. THIS PLACE WILL ONLY BE KNOWN TO
SECOND YEAR OR OLDER STAFF, IT IS USUALLY NOT MENTIONED TO THOSE WHO HAVE NEVER BEEN TO CAMP AND IS NEVER EXPLAINED TO "OUTSIDERS".

RIDGES AROUND CAMP = 2 POINTS (GOOD IDEA, BUT IT'S A LITTLE OUT OF THE WAY FOR YOU TO CHECK IN THREE MINUTES, LEAVE THIS FOR CORE STAFF TO CHECK)

ANY CABIN BUT YOURS OR THE SISTER'S = -5 POINTS (NO POINT IN CHECKING HERE, THERE IS NO REASON FOR YOU CAMPER TO ENTER ANOTHER CABIN, LEAVE THIS FOR CORE STAFF TO CHECK)

THE OPPOSITE SEX'S BATHROOM = -5 POINTS (NO POINT IN CHECKING HERE, THERE IS NO REASON FOR YOU CAMPER TO ENTER THEIR BATHROOM, LEAVE THIS FOR CORE STAFF TO CHECK)

ROAD AROUND THE CAMP AND MAIN ROAD = -5 POINTS (THIS IS TOO FAR AWAY FOR YOU TO CHECK IN 3 MINUTES. UNLESS YOU HAVE HEARD YOU CAMPER STATE THAT THEY ARE RUNNING AWAY, LEAVE THIS FOR CORE STAFF TO CHECK.)

TRAILS = -5 POINTS (THIS IS TOO FAR AWAY FOR YOU TO CHECK IN 3 MINUTES. UNLESS YOU HAVE HEARD YOU CAMPER STATE THAT THEY ARE RUNNING AWAY, LEAVE THIS FOR CORE STAFF TO CHECK.)

CORE STAFF OR SOMEONE WITH A WALKIE-TALKIE TO REACH CORE STAFF = 20 POINTS (IF DONE BEFORE THE THREE MINUTE MARK IS UP, OTHERWISE IT WILL COST YOU THE GAME.)
HIRO (continue)

Bring your scorecard with you to camp to see who earned the most points. Good luck and happy hunting!

FADE TO GAME STARTING POINT AT ARTS AND CRAFTS

EXT. DAY TIME AT JENKS LAKE

JINX IS SITTING ON THE BIG ROCK AT JENKS LAKE.

JINX

I'd like share Shira Lahav's (2006) article with you called, "Everything I've Learned in Life, I've learned from Camp":

DISSOLVE TO CAMPERS AND STAFF AT CAMP HAVING FUN
JINX (continue)

I've done the math. So far, over the course of my life I have spent 3,150 days in a classroom learning. I've dissected frogs, read Shakespeare, memorized the first five lines in the Constitution, and studied my times tables. But if you ask me what I've really learned from my twenty years of life so far, I'd answer you with the following: ketchup could be classified as its own food group, Kings is as competitive a sport as football, and "rock-paper-scissors" is the greatest form of diplomatic resolution.

This coming summer will be my eighteenth "camp" summer. While most of my friends will be working at the mall, taking stubs at the local movie theater, or selling hot dogs at the beach, I will find myself working eleven, twelve, or sometimes thirteen-hour days making sure that "Carnival Day" is run without a glitch, "Color-War" is as memorable for the winning team as it is for the team that comes in last, and that the "Bus Decorating" contest is judged fairly.
The only thing more amazing than how much of an impact camp has had on my life, is that it took me eighteen years to figure that out! It was not until my second summer as a counselor that my Director made me realize that I wanted to turn my thirty-nine-day summer experiences into a life long career. But why would I want it any other way? I've been in and seen Broadway comparable productions of Grease and Peter Pan, learned how to hit homeruns like Babe Ruth, and soared through the woods like Tarzan. I've performed as many songs as the Beatles in front of hundreds of people, learned to build a fire in the pouring rain, and made enough lanyard key-chains to get myself into the Guinness Book of World Records. Not too many people I know have accomplished as much in their lifetimes as I have in eighteen summers.

As marvelous as I consider my accomplishments to be, there's one problem with it all. Trying to explain your camp life to an "outsider" is harder than trying to reason with a two--year-old. The truth is people who never went to summer camp simply cannot appreciate how grand it really is. There are some people for whom
camp becomes a life-line. It gets into their blood, seeps into their cells, and refuses to leave. These people get misty-eyed whenever they smell campfire smoke in the air. They take a certain pride in their voices being hoarse and in not having showered for four days. Ketchup stains on T-shirts are considered battle scars, instead of just dirt.

Camp people know that being able to drink bug juice without getting a bright red mustache is a right of passage. No matter how many years have passed, a camp person can still remember the exact words the Camp Director said to them when they were chosen to lead a Color War team. Camp people love construction paper and puff paint, lanyards, and scrap books. To a camp person, Homerun Derby, Four Square, and Kings are not games, they're a way of life. Camp people get hungry, not for lavish meals, but for under-cooked hamburgers and burnt hotdogs cooked over a ten--year-old charcoal grill in the pouring rain. In the winter, they dream not of a sunny beach and the scent of coconut oil, but of chilly July mornings with dew stained grass. Camp people know all the words to "The Littlest Worm" and
know that the worm will always wind up in the same person's bed. Camp people have back-up plans for rainy days, even though it never rains. Camp people are comforted by the sound of a child running the bases, the sight of a child climbing the rock-wall, and the smell of the locker rooms.

Camp people understand that school is ten months out of the year in order to make the two months spent at camp more special. Camp people know that hitting a bull's-eye in archery is properly done in silence but must be while surrounded with a group of friends. Camp people usually can't remember what they're laughing about anymore by the time they finally stop. Camp people know that life is just easier when you shout, "YES!!! I made a mistake!" Camp people know the contentment of everyone in sight wearing the same staff shirt. Camp people find comfort in knowing that throughout the whole year, no matter what goes wrong, everything will be ok once you get to camp. Camp people know that when you look your worst, it means you've done your best. But above all, camp people know
that regardless if you've spent one summer at camp or fifty, a part of you will be changed forever.

Eighteen months stand between me graduating and hopefully working at a camp full time. Who knows how many more term papers, finals, and presentations I have ahead of me. I can't tell you how many more "all nighters" I'll have to pull or how many more cups of coffee I'll buy at the library. But, I know this: twenty years from now when I am a Camp Director, my recollection of Freud's impact on psychopathology will be minimal to say the least, and I probably won't be able to recite the first five lines of the constitution, but if you ask me why I return to camp, summer after summer, year after year, I'll simply smile and say, "Everything I learned in life, I learned from camp!" (Lahav, 2006, p. 2)

CUT TO THE CAMPFIRE

HIRO

We are excited to have you join our team! Please remember to bring your answers to the role-play questions, any
HIRO (continue)

questions you may have, and your score/time sheets to staff
training week. If you have any questions, in the mean time,
feel free to contact us anytime!

We can't wait to see you! Have a great day and rest of the
non-camping year!

FADE TO BLACK
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