Making Connections- using goals, themes and traditions for a powerful summer experience

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BOOST Conference

Goal and Objectives

- Goal: Participants will learn how to design a summer program that is FUN and EDUCATIONAL
- Objectives: Participants will learn:
  - "Summer vocabulary" and its' importance
  - How to
    - * develop camp spirit, environment and traditions
    - * set learning goals for summer program
    - * design summer program to support your goals
  - Hear about 2 programs' summer experiences

2

Agenda

- Introductions
- Who is in the room
- The Basics of Connections
- How To's of Designing Summer Learning Goals and Linking to Program
- Jump Start Program Overview
- Think Together Program Overview
- Question and Answer Period

3

Summer Experiences

- Summer experiences
- Reflection
- Getting to know your fellow campers

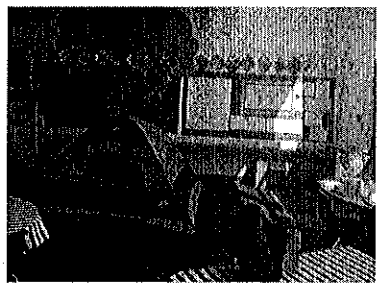
4

The Basics In Making Connections

- Vocabulary group experience
- How to's in developing camp environment
- Camp traditions
- Camp spirit

5

Summer Environment



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Summer Environment

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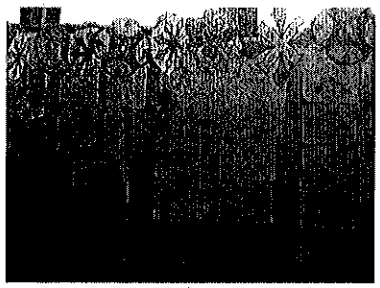
Summer Environment



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Summer Environment

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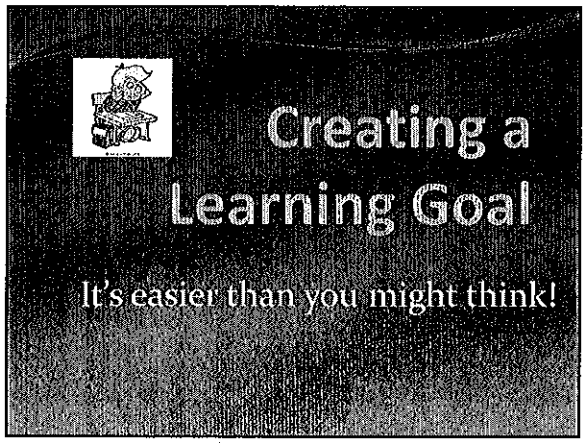


King and Queen of the World

- If you had only "one shot" at your students, what would you like for them to leave your summer program with? Two shots? Three shots?
  - Academic
  - Youth development
  - Connection
  - Literacy
  - Self-confidence
  - Broader understanding of the world

Wildly Important Goals

- Stephen Covey
- WIGS—Wildly Important Goals
  - Big buckets—
    - Can have several objectives
    - Variety of activities
    - Lag measures—when all is said and done, measure your success in accomplishing your goal

Goal Writing "Formula"

	(Verb)	(Measure)	From	
$200 M	To	$250 M	By	Dec. 31
(x)	To	(Y)	By	(When)

Measuring Success

- Pre-post
- Retrospective—Tool Box analogy
- Survey
- Observation
- Interview
- Non-traditional means—Pulse

Weekly Assessment

- **Lead Measures**
  - What can you do, week after week, day after day, that you believe will help you know if you are on course to accomplish your goal?
- **Goal: Win the Basketball Championship**
  - Team "foul shot accuracy" to 80%--individual practice 20 minutes per day
  - Increase rebounding by 25%--practice under-basket drills 30 minutes per day

Your Turn

- With a partner or your table group practice writing a goal
- Step #1: King or Queen of the World
- Step #2: Follow the formula
- Step #3: Share with someone else and get feedback
- Step #4: Strengthen as necessary
- Step #5: Think about what "evidence" you could see on a regular basis that would let you know you are on track—determine your Lead Measure

The 80/20 Rule

- The 80/20 rule states that 80% of results flow from 20% of activities.
- Ask yourself and your team, "What critical activities, if done with excellence, will have the greatest impact on results?"
- "To achieve goals that have never been achieved before, teams need to do things they've never done before."

  Covey

Staying On Track

- **PIGS are the enemies of WIGS**
  - Pretty Important Goals absorb your time
  - Take your "eye off the prize"
  - Appear to be more important than WIGS
  - Are often easier to accomplish so are attractive to us
  - Are often urgent so they command attention

Jump Start Summer Program

Whittier City School District

Background of the Program

- Nine elementary schools, two middle schools
- 6,500 students
- Schoolwide Title I programs
- 92% Latino, 23% English Learner

20

Summer Program History

- 2009 Summer Program by 21st CCLC
- Held at 4 sites which were Program Improvement
- 4 periods (Literacy, Math, Enrichment and Sports)
- Staff

21

Camp Spirit and Environment

- Movement from Summer School to Summer Program
- Professional Development by LACOE
- Schools became campsites
- School chant
- Daily morning campfire
- Building the environment

Learning Goals

- Youth will retain or improve their reading fluency by 10 words during the program.
- Youth will increase an appreciation for the outdoor environment.
- Students will increase their knowledge about healthy cooking and nutrition.

Summer Program Overview

- Four sites
- Schedule
- Groupings
- Activities
- Partnering with Library and State Parks

Integration of Learning Goals

- Theme: Passport to our World
- Cooking and Nutrition
- Reading Clubs with Library Support
- Music and Dance from Around the World
- Sports from Around the World
- WOW monies

25

Lessons Learned

- Staff Involvement in Lesson Planning
- Professional Development earlier
- Youth Development
- Go narrow and deep
- Parent Information
- Disguised Learning versus typical Summer School

26

Summer Program

- Culminating Events
- Passports
- Field Trip
- Camp
- Continue Library Partnership

27

Summer Adventures

THINK Together Summer Learning

2011

THINK Together

Overview

- Over 15,000 students
- Over 1,500 staff members
- 4 hours to 9 hours
- 19-26 days
- 150 hours of programming
- Blended delivery model
- Project-based learning modules
- Academic, Youth Development, Organizational Learning Goals

Student and Community Input

- Consider if you will orchestrate the student and community input around open or focused input
- Check in with the kids and get input—what they want to learn and experience, and what activities, field trips, projects will support that learning
- Check in with the community—parents and other interested parties—share what students would like to learn, to see what they would like a "summer program" to include

Theme to Support the Goal

- Consider the input from students, community, and your school partner
- Consider the learning goal—the "take away" for students
- Consider divergent, "out of the box", hands-on, experiential ways to measure success
- Start early—consider September

Selecting A Theme

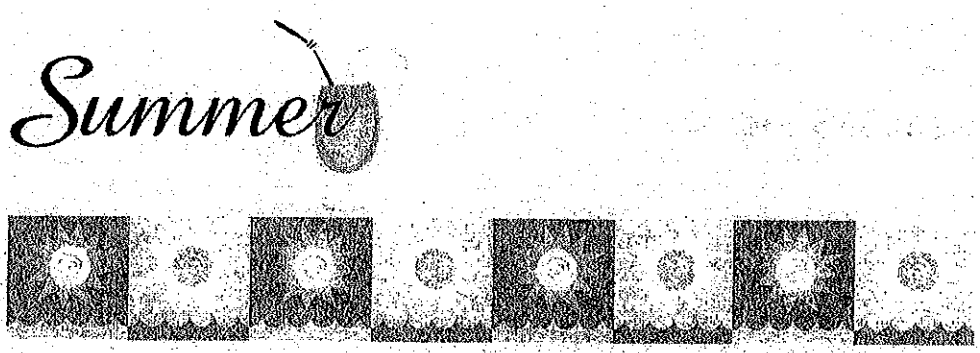
- Remember the 3 Rs
  - Relationships
  - Relevance
  - Rigorous
- What's the rage?
  - Night at the Museum
  - Walk Through Time
  - Passport to the World
  - A Super Summer Adventure

Importance of Backward Planning

- Begin with the end in mind—make a giant list
- Think of all of the steps that need to occur to make each "end result" on the list occur
- Put them in a timeline (remember to leave time at the end for glitches)
- Utilize the RACI model to determine who will do what
  - R=responsible, A=Accountable, C=Consult, I=Inform
- Put the timeline on a calendar—include a checklist
- Set a meetings to share updates

Q and A

34



DISCUSSION QUESTIONS

1. Name the skills you have as an adult that were introduced and/or nurtured during your summers as a child.

2. Do you think your summer experiences are similar to those experienced by the students you will work with this summer? Why or why not?

3. What practices did you observe in the clips that you can use in your summer program?

4. What did you observe in the clips that highlight the differences between after school programs and summer programs?

GETTING TO KNOW YOUR FELLOW CAMP STAFF MEMBERS

GROUP EXERCISE #1 INSTRUCTIONS: PAIRS

Form pairs within your current team. Ask your partner the following question: If you could be one type of food or drink, what would it be and why? Listen carefully as you will be introducing your partner to the entire camp with their name and this information. Then switch roles when the chime rings. Note you may only use one sentence to describe why you would want to be the food/drink you chose.
Example: My name is Mary Jo and I would like to be a piece of cheese, as it gets better as it ages!

GROUP EXERCISE #2 INSTRUCTIONS: TEAM

You are currently sitting by school sites (Jackson, Sorenson, Edwards and Dexter for example) which are fine school names, but students do not want to say they are "going to Camp Jackson or camp at Jackson) as their friends will think that they "have to go to summer school."

Your team's challenge is to come up with a camp name that you want to use this year, make a sign that will be used today to identify your camp. Paper, markers, and other items are available for your use on the table. You will want to take the theme of your summer program into consideration while developing this name. Also read Group Exercise #3 as you may want to think about it while you are creating this camp name.

GROUP EXERCISE #3 INSTRUCTIONS: TEAM

You will create a camp chant that the team will use each time you start and end the day; your team presents, there is a stretch break and/or the team needs to be "revitalized."

Example:

We're dynamite,
X
We're dynamite,
X
We're tick, tick, tick, tick

BOOM! Dynamite! X-X

Audio example: www.campobama.blogspot.com

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____

What I Know	What I Want to Know	What I Learned

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Repeat after me songs

Bazooka Bubblegum Song

My momma
She gave me a dollar
She told me to buy a collar
But I didn't buy no collar
Instead I bought some bubblegum
BAZOOKA, ZOOKA bubble gum (x2)

My momma
She gave me a quarter
She told me to tip the porter
But I didn't tip no porter
Instead I bought some bubblegum
BAZOOKA, ZOOKA bubble gum (x2)

My momma
She gave me a dime
She told me to buy a lime
But I didn't buy no lime
Instead I bought some bubblegum
BAZOOKA, ZOOKA bubble gum (x2)

My momma
She gave me a nickel
She tole me to buy a pickle
But I didn't buy no pickle
Instead i bought some bubblegum
BAZOOKA, ZOOKA bubble gum (x2)

My momma
She gave me a penny
She told me to buy some bubblegum
But I didn't buy no bubblegum
Because I'm sick of bubblegum
BAZOOKA, ZOOKA bubble gum (x2)

60's Party

This is a repeat after me song!
And a do-as-I-do song!

It's a sixties party from a sixties movie
(index fingers up and down)
See the surfers on their surfboards
(hand as though shielding eyes from sun, looking back and forth)
Da-na-na-na-na na-na-na-na na!
(jump so left foot is pointed forward and
left hand is pointing forward, as though on a surfboard)
Da-na-na-na-na na-na-na-na na! (jump to the right side)

It's a sixties party from a sixties movie
See the swimmers in the water
Swimmie Swimmie Swimmie Swim!
(move arms as though swimming)
Da-na-na-na-na na-na-na-na na
Da-na-na-na-na na-na-na-na na

It's a sixties party from a sixties movie
See the jellyfish on the beaches
Squishy Squishy Squishy Squish
(stamp out imaginary jellyfish with foot)
Swimmie Swimmie Swimmie Swim!
Da-na-na-na-na na-na-na-na na
Da-na-na-na-na na-na-na-na na

It's a sixties party from a sixties movie
See the tanners on their towels
Ouchie Ouchie Ouchie Ouch!
(pat hands on arms as though burned)
Squishy Squishy Squishy Squish!
Swimmie Swimmie Swimmie Swim!
Da-na-na-na-na na-na-na-na na
Da-na-na-na-na na-na-na-na na

It's a sixties party from a sixties movie
See the lifegaurds on their towers
Flexie Flexie Flexie Flex! (Flex arms)
Ouchie Ouchie Ouchie Ouch!
Squishy Squishy Squishy Squish!
Swimmie Swimmie Swimmie Swim!
Da-na-na-na-na na-na-na-na na
Da-na-na-na-na na-na-na-na na

It's a sixties party from a sixties movie
Party's over!

Bear Song

The other day (echo)
I met a bear (echo)
Out in the woods (echo)
A-way out there(echo)

Altogether:
The other day I met a bear
out in the woods a-way out there.

(Continue in a similar manner)

He said to me
"Why don't you run?
I see you ain't
Got any gun"

And so I ran
Away from there
But right behind
Me was that bear

Ahead of me
I saw a tree
A great big tree
Oh glory be

The nearest branch
Was 10 feet up
I'd have to jump
And trust my luck

And so I jumped
Into the air
But I missed that branch
Away up there

Now don't you fret
Now don't you frown
Cause I caught that branch
On the way back down

The moral of
This story is
Don't talk to bears
In tennis shoes

That's all there is
There ain't no more
So what the heck
You singing for

Herman the Worm

Chorus: (say a line let them repeat the line)
As I was sittin', on my fence post chewin' my bubble gum(Chomp! Chomp! Chomp! Chomp!)
Playin' my yo-yo, (Do Whop! Do Whop!)
Along came Herman the worm
And he was this big
So I said: "Herman, what happened?!?"
And he said:
Duh, I atie a bug ...(Chorus)
Duh, I ate a snake ...(Chorus)
Duh, I ate a rabbit ...(Chorus)
Duh, I ate a dog ...(Chorus)
Duh, I ate a cow...(Chorus)
Duh, I burped!

Flea Fly II

Flea!
(echo)
Flea, Fly!
(echo)
Flea, Fly, Flo!
(echo)
Feista!
(echo)

Cooma-lada, Cooma-lada, Cooma-lada Feista.
(echo)
Oh, no, no, no, not the Feista.
(echo)
Eenie Meanie, Decimeanie, Ooh Walla walla Meanie.
(echo)
Exameanie, Zalameanie, Ooh Walla walla!
(echo)
I said a-
Beet Billy Oaten Boaten, Bo-bo ba-deeten dotin, Hot Chihuahua, Mm-mm!
(attempted echo, since little kids only usually get the 'Mm-mm!'.)

Haha. Fun fun.

Boom Chick-a Boom

I said a boom chick-a boom
I said a boom chick-a boom
I said a boom chick-a rock-a chick-a rock-a chick-a boom
Uh-huh
Oh yeah
One more time...
(Change style each time)
Italiano style (boomba, rrrock-a)
Valley girl style
Astronaut style (zoom chick-a zoom, take a rocket to the moon)
Opera Style
Janitor Style (broom sweep a broom, sweep-a mop-a, sweep a broom)
Underwater style, etc.

Who Stole the Coookies From the Cookie Jar?

Group (sings):Who Stole the cookies from the cookie jar?
(insert name of camper) stole the cookies from the cookie jar!
Camper: Who, me!?!?!
Group: Yes, you!
Camper: Couldn't be!
Group: Then who?
(Camper uses another campers name) stole the cookies from the cookie jar!
Song keeps going until each camper's name is used.
(Perfect for bus rides!)

Aroostasha

CHORUS:
Aroostasha,
Aroostasha,
Aroostasha-sha.
Aroostasha,
Aroostasha,
Aroostasha-sha.

Thumbs up! (Chorus)
Wrists together! (Chorus)
Elbows out! (Chorus)
Knees bent! (Chorus)
Knees together! (Chorus)
Head back! (Chorus)
Bottom out! (Chorus)
Tongue out! (Chorus)
In a circle! (Chorus)

TARZAN

Tarzan
Swinging on a rubber band
Tarzan
Smacked into a frying pan
Oooo that's hurts
Now Tarzan has a tan
And I hope he doesn't peel
Like a banana

Jane
Cruisin' in her airplane
Jane
Crashed into a freeway lane
Ooo, that hurts
Now Jane has a pain
And Janie has a painie
And she has to use a cane-y
And Tarzan has a tan
And I hope he doesn't peel
Like a banana

Cheetah
Dancing on a pizza
Cheetah
Swallowed an amoeba
Now Cheetah is velveeta
And Jane has a pain
And Janie has a painie
And she has to use a cane-y
And Tarzan has a tan
And I hope he doesn't peel
Like a banana
Like a banana

There Was a Great Big Moose
(It's a repeat-after-me song. It repeats after every line)

There was a great big moose!
He liked to drink a lot of juice.
There was a great big moose!
He liked to drink a lot of juice.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

The moose's name was Fred.
He liked to drink his juice in bed.
The moose's name was Fred.
He liked to drink his juice in bed.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

He drank his juice with care,
but he spilled some in his hair.
He drank his juice with care,
but he spilled some in his hair.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

Now he's a sticky moose
Because he's all covered in juice!
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

Hole in the bottom of the sea
There's a hole in the bottom of the sea
There's a hole in the bottom of the sea

(Chorus)
There's a hole, there's a hole
There's a hole in the bottom of the sea

There's a log in the hole in the bottom of the sea
There's a log in the hole in the bottom of the sea
(Chorus)

Repeat and add:
Bump on the log
Frog on the bump
Wart of the frog
Fly on the wart
Flea on the fly

There's a flea on the fly on the wart on the frog on the bump on the log in the hole in the bottom of the sea
There's a flea on the fly on the wart on the frog on the bump on the log in the hole in the bottom of the sea
(Chorus)water style
Etc.

Cowboy Joe
Way out west were the bad men are
And the only thing to guide you is the evening star.
Lives the roughest, toughest man by far, And his name is Cowboy Joe.
He always sings ragtime music to his cattle
As he swings back and forth in the saddle.
On a horse, A pretty good horse.
A syncopated gator.
And it's such a funny meter
To the roar of his repeater
How they run, How they run!
When they see his horse a comin'
Cause the western folks all know.
What do they know?
He's a high falootin, Rootin, Tootin
Son of a gun from Arizona
Ragtime Cowboy, Talk about your cowboy,
Ragtime Cowboy Joe!

Bubble Gum

1. My mommy gave me a penny
   She told me to buy Good and Plenty
   But I didn't buy Good and Plenty
   INSTEAD
   I bought bubble-gum.

   Chorus:
   Ba umpa umpa bubble gum,
   Ba umpa umpa bubble gum

   2. My mommy gave me a nickel
   She told me to buy a pickle
   But I didn't buy a pickle
   INSTEAD
   I bought bubble gum
   Chorus

   3. My mommy gave me a dime
   She told me to buy a lime
   But I didn't buy a lime
   INSTEAD
   I bought bubble-gum
   Chorus

   4. My mommy gave me a quarter
   She told me to buy spring water
   But I didn't buy spring water
   INSTEAD
   I bought bubble-gum
   Chorus

   5. My mommy gave me a dollar
   She told me to buy a collar
   But I didn't buy a collar
   INSTEAD
   I bought bubble-gum
   Chorus

   6. My mommy gave me a large sum
   She told me to buy some bubble-gum
   AND-SO
   I bought bubble-gum!

Down by the Banks

Have campers sit in a circle with their right hands on top of the child sitting next to them, and their left hand under the other child's. As you sing the song the last one to have their hand hit is out. When only 2 campers are left have them each take their right hands and hold the other camper's like they are shaking hands and have then do a sawing type motion, and the person at the end with their hand closer to their chest is out.

Down by the banks
of the hanky panky
where the bull frogs jump
from bank to banky
with an eeps iipes oupss uppss
and an uflop a dilly and a uunflop flop
pepsi cola ginger ale
ginger ale ginger ginger ale ginger ale
pepsi cola ginger ale 7-up 7-up -up
you're out!!

This is great for down time.

Lion Hunt

CHORUS:
Going on a lion hunt
Gonna catch a BIG one
But I'm not afraid
'Cause I got my gun
And my bullets at my side
Going on a lion hunt
STOP!

Grass
Tall grass
Can't go around it
Can't go over it
Can't go under it
Gotta go through it
(Swish swish swish . . .)
(Chorus)

Mud
Ooey gooey mud
Can't go around it
Can't go over it
Can't go under it
Gotta go through it
(Squish squish squish . . .)
(Chorus)

River
Wide cold river
Can't go around it
Can't go over it
Can't go under it
Gotta go through it
(Splash splash splash . . .)
(Chorus)

Jungle
Spooky jungle
Can't go around it
Can't go over it
Can't go under it
Gotta go through it
Vine! (Tarzan yell)

Going on a lion hunt
Gonna catch a BIG one
But I'm not afraid
'Cause I got my gun
And my bul . . .
I lost my bullets!

(Afraid style:)
Going on a lion hunt
Gonna catch a big one
'Cause I'm not afraid
'Though it's getting kinda dark
And there's a lot of weird noises
RUN!

(Back through the areas and in reverse order very fast:)
Jungle
Vine! (Tarzan yell)

River
(Splash splash splash . . .)

Mud
(Squish squish squish . . .)

Grass
(Swish swish swish . . .)

Whew!
Going on a lion hunt
Gonna catch a BIG one
But I'm not afraid
'Cause I've been lyin' all the time!

Peanut Butter

Chorus:
Peanut, peanut butter...jelly!
Peanut, peanut butter...jelly!

First you take the peanuts and you squish 'em, ya squish 'em
First you take the peanuts and you squish 'em, ya squish 'em
And you've got...
(Chorus)

Next you take the berries and you pick 'em, ya pick 'em
Next you take the berries and you pick 'em, ya pick 'em
And you've got...
(Chorus)

Next you take the bread and you spread it, ya spread it
Next you take the bread and you spread it, ya spread it
And you've got...
(Chorus)

Last you take it all and you eat it, ya eat it
Last you take it all and you eat it, ya eat it
And you've got...
(Chorus)

Some simple cheers

Banana Cheer

Banana's of the world: UNITE
Peel banana
Peel peel banana
Peel banana
Peel peel banana
Peel banana
Peel peel banana

Shake banana
Shake shake banana
Shake banana
Shake shake banana
Shake banana
Shake shake banana

Go bananas!
Go Go bananas!
Go bananas!
Go Go bananas!
Go bananas!
Go Go bananas!

Everywhere we go

leader chants, campers repeat...

Everywhere we go! (Everywhere we go)
People always ask us (People always ask us)
Who we are (who we are)
Where we come from (where we come from)
So we tell them (So we tell them)
We're from ...name your camp... (we're from...)
And if they cannot hear us (And if they cannot hear us)
We shout a little louder (we shout a little louder)

Coast to Coast

From coast to coast, (Repeat)
Camp _____is the most. (Repeat)
From Coast to coast (Repeat)
Camp _____is the most. (Repeat)
Na na na na na (Repeat)
Na na na na na na (Repeat)
Na na na na na na na (Repeat)
Na na na na na (Repeat)

From East to West, Camp _____ is the best
From State to state, Camp _____ is really great
From City to City, Camp _____ is really pretty
From Town to town, Camp _____ is getting down
ETC.

Get their Attention song

Use this to get your campers attention...

Leader: When I say cool you say sweet. COOL!
All: Sweet
Leader: Cool
All: Sweet
Leader: When I say Sweet you say cool. SWEET!
All: Cool
Leader: Sweet
All: Cool
Leader: Cool
All: Sweet
Leader Sweet
All: Cool

We Don't Mess Around

We don't mess around, hey!
We don't mess around, hey!
(Repeat over and over...)

Team Builders & Ice Breakers

2 Truths and a Lie

Ask each person in the group to think of two true facts about themselves, and one lie.

Each person in the group takes a turn telling the group their three items.

The group then has to agree on which fact they think is a lie. Once the group announces their decision, the speaker tells the group the correct answer. The group then can talk about any of the interesting things they just learned about the new person.

Variation:

Each person writes down their 2 truths and a lie on a piece of paper and hands it in anonymously. Read each card randomly one at a time. The group has to decide who the person on the card is, as well as the lie.

Barnyard

Each person is given the name of an animal with approximately three-five people having the same animal.

Spread the group across a field, court, classroom, etc.

No one is allowed to tell another which animal he is. At the signal each person makes the noise of the animal that he has been given.

The first group to find all of their animals and sit down are the winners.

Camping (or any activity)

This is actually a game I played in my Drama class.

It can be played sitting or standing up.
We started with everyone sitting down,
except for the person speaking.

The leader (teacher in this case) announces
that the group is going on a camping trip,
& each person must bring one item; the item's name must begin with the same letter of the person's name.

My name is Selena, so mine would go something like this:
Hi! My name is Selena, & I'm bringing the sea salt!

You can also have everyone repeat the people before them.

"Selena is bringing the sea salt, Neil is bringing the neodidium, Hadley is bring.....

In my Grandmother's Attic

The first player says, "In my grandmother's attic, I found... and ..." and names something that starts with "A." The next player says the same phrase, the object beginning with the "A," and then something that begins with a "B." Continue this way, each player reciting the previous items and adding another, all the way through the alphabet, to "Z."inging the hacksaw,
Tyme is bringing the thermometer, & I'm Casey,
& I'll be bringing the corriander!"

The crazier the better!

Magic Carpet

Ask the group to stand on an 8'x8' "magic carpet" (tarp or paper). The entire group must be on the tarp completely.

Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have rised 100 feet in the air and are ready to go.

Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.

Very fun and challenging!

Helium Stick

For our challenge, your group will have a simple mission: To lower this stick (yard stick) (hula hoops work too) to the ground better than ANYONE in the world.

The Challenge:

1. Have the group of 8-12 divide into two lines and face each other.
2. Explain the technical rules to the group (very important): everyone's index fingers MUST remain in contact with the stick at all times, and the stick must rest on top of their fingers at all times (no grabbing, finger curling, etc.)
3. Have the group extend their index fingers at waist level.
4. Lay the stick across the group's fingers.
5. At that time, the group must work together to lower the stick to the ground. ,
6. Inevitably, the stick rises almost instantly - causing laughter, frustration, or confusion. The rise is caused by the small ripples of upward pressure as individuals each try to remain in contact with the stick.
7. After refocusing, the group will be able to lower the stick.

The Debriefing:

1. Ask the group if everyone understood the mission and technical lowering rules.
2. Ask if anyone was intentionally trying to sabotage the group's mission by lifting the stick.
3. Ask if everyone sincerely wanted to accomplish the mission or thought that it could be done.
4. If everyone understood the mission, and was committed to succeeding, why did the group get so far off track right away? Try to elicit answers that are related to the group process, not the technical explanation of the challenge. For example, "we didn't plan well" more so than "we weren't holding our fingers correctly.
5. Ask the group to share example of groups that they have participated in "the real world" that seemed to be comprised of committed folks, but were not productive.
6. Discuss what types of actions are important to keep a group focused on the mission.
7. Many times during this activity, people become frustrated with others who aren't lowering the stick, and often choose one person as the culprit. Also, some people give up and let the stick come off their fingers. If either happens, be prepared to discuss how blame or giving up affects groups.

Hula Hoop Pass

Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them.

The team task is to pass the hula hoop around the circle in a specified direction until it returns to the starting point.

Another way to play is two use two hoops and have them go around the circle in opposite directions.

You can also use loops of rope (about hula hoop size).

Buzz

The leader picks a digit to "BUZZ," letting the group know the digit. Around a circle , each kid counts off, remembering to "BUZZ" if the chosen digit is in the number, or for more of a challenge they buzz any number that can be divided by that number. Go around the circle counting and BUZZING to 1 00. I.E. if the number is 7. It then goes 1,2,3,4,5,6, BUZZ, 8,9,10,11,12,13,Buzz,15,16,Buzz, 18,19,20,Buzz,22 etc...

BIRDIE ON A PERCH

Have players form a tight circle. Then have players all turn the same direction, to their either right or left, to form a single file circle. Players need to be close to the person in front of them and when a signal is given the players slowly bend their knees to be able to sit comfortable on the person's lap behind them without falling.

Once the players are sitting comfortably on each other's lap then they can try to walk by having one person count to three and tell everyone which foot to move at once. The players need to move one foot and the other in a synchronized motion.

Human Tic-Tac-Toe

Mark a tic-tac-toe board on the ground. Split the group into two teams. They then play TTT with the X's standing in one square and the O's placing a chair and standing on it in their squares. No one is allowed to talk until the game is one.

ZOOM

Have kids sit in a circle. The object is to see how fast you can say the word "Zoom" going around the circle. Each person has to wait until the person next to them on the left has said the word Zoom. Not a high intense activity. Change and add things such as saying Zoom Zoom Zip.

THUMPER

You start with numbering off everyone in the circle starting with one. The number that the player has is the number they have to say in the sequence. Everyone starts this beat, slap, slap, (slapping your legs) than clap, clap (with your hands). Someone starts by saying their number on the slap, slap than another person's number on the clap. When the person who has heard their number on the last clap,

they have to start by saying their number on the slap and someone elses number on the clap and so on. Just like 1 (on the slap), 1(one the 2nd slap), 4(on the clap), 4 (on the second clap). than four would say 4, 4, 7, 7 and so on. If someone breaks the pattern they have to go to the last number's position so some people will have new numbers. Everyone wants to try and get a lower number, but the game can end whenever.

Internet Resources

http://www.ultimatecampresource.com

http://www.camppepin.org/campsongbook.htm (Can listen to several songs)

http://campresources.co.uk/

http://macscouter.com/Songs/index.asp