

Ohio 4-H Virtual Camping Curriculum Facilitator Guide

Facilitator Instructions

- 1) Accompanying materials for the curriculum can be found on the Ohio 4-H website. To download materials, use the direct link: go.osu.edu/virtualccbox.
- 2) A **List of Lessons by Competency** can be downloaded from the website. The list includes lesson number/title, session description, author name (name.#), credit hours counselors should receive for completing, video source and if presenter notes are available.
- 3) The curriculum can be accessed for counselors to complete lessons through a Qualtrics survey at: go.osu.edu/virtualcampingcurriculum.
- 4) Request collaborator access to the Qualtrics Survey, so you can download county reports. To gain access, complete this survey: go.osu.edu/virtualccrequest. You only need to request access once. Then, a Camping Design Team member will manually add you as a collaborator. You will be notified via e-mail when you have been added as a collaborator.
- 5) Assign lesson(s) to counselors. An **E-mail Template for Assigning Lessons** can be downloaded from the website. Feel free to include the Counselor Instructions for Lesson Completion included in this Facilitator Guide. If counselors are unable to access the videos, you can send them the **Lesson Presenter Notes** if available for that lesson.
- 6) Once the assignment deadline has passed, follow the **Instructions for Qualtrics Reports** on the website to access your counselors' responses. You can also utilize this feature to check who has completed before your assignment deadline.
- 7) Grade the assignment using the Answer Key provided in this Facilitator Guide and keep record of lessons/hours completed by each counselor. Use the bookmarks on the left to navigate to the correct lesson.

If you have general questions about the curriculum, please contact:

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*Please feel free to contact individual lesson authors
if you have questions about the content of the lesson.*

Curriculum Contributors

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1) Strategies for Behavior Management, Part 1

Christy Leeds, Union County 4-H Educator

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Credit Hours: 1 hour

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Managing Camper Behavior, Part 1](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Describe one (1) goal of behavior management at camp.

Provide a safe environment for campers.

In your own words, what does “children are relentless researchers” mean?

They will challenge or test our authority, test the rules or see if we are serious about what we say.

Name one (1) type of “typical” behavior problem you might face at camp.

Noncompliance, Disrespect or Aggression

Five (5) strategies for managing camper behavior were presented in this session, along with an example of how each strategy might apply to a situation at camp.

For each strategy, give your own example of a situation or circumstance when you could use the strategy with campers. Be specific. Describe the situation and/or behavior problem and how you would use the strategy to manage camper behavior.

Strategy #1: Modeling

Answers will vary, but might include information related to the counselor setting an example or using their own behavior to model what/how campers should behave.

Strategy #2: Pattern Identification

Answers will vary, but might include information related to seeing a recurring problem and making a change in practice/directions/instruction, etc. to alleviate the problem.

Strategy #3: Advance Organizers

Answers will vary, but might include information related to how a counselor can anticipate and head off a problem by employing strategies/directions, etc. before the problem occurs.

Strategy #4: Three Alternatives to No

Answers will vary, but might include information related to different phrases that can be used instead of saying no; “maybe later”, “let me think about it”, “Yes. if this happens”.

Strategy #5: Broken Record

Answers will vary, but might include information related to kindly repeating a request until the camper follows directions or complies with the request.

2) Strategies for Behavior Management, Part 2

Christy Leeds, Union County 4-H Educator

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Credit Hours: 1 hour

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Managing Camper Behavior, Part 2](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Describe one (1) goal of behavior management at camp.

Provide a safe environment for campers.

Five (5) strategies for managing camper behavior were presented in this session, along with an example of how each strategy might apply to a situation at camp.

Select three (3) of the strategies. For each of the three you choose:

Name and briefly describe the strategy in your own words. Give your own example of a situation or circumstance when you could use the strategy with your campers. Be specific. Describe how you would use the strategy to manage camper behavior.

Strategy: Limited Choices

Description: Limiting options to guide a camper to make correct choices.

How you could use: Give two choices about what supplies to use or what the camper can do.

Strategy: Positive Correction

Description: Instruct campers how to behave, not just how not to behave. Use positive language.

How you could use: Sample statements like: Please enter quietly, instead of "Do not be loud."

Strategy: Natural or Logical Consequences

Description: An outcome naturally follows the camper's behavior.

How you could use: If the camper makes a bad choice, let them live with the consequences.

Example: A camper makes a mess, so they help clean it up.

Strategy: The Millimeter Acknowledgement

Description: Use humor to allow a camper to accept a bit of responsibility.

How you could use: Use humor to get a camper to say that yes, it was partly their own fault. Use a joking tone to help a camper admit that they got themselves into the situation by making a poor choice.

Strategy: Run the Schedule on Time

Description: Follow the camp schedule, start and stop activities on time.

How you could use: Keep the schedule on time so that campers do not have to wait and therefore misbehave.

3) Recipe for Camping Success

Jamie McConnell, Muskingum County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Recipe for Camping Success](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

As a camp counselor, what do you hope campers gain from the camp experience?

Answers will vary, but counselors may include the following ideas:

- They had a great experience at camp and want to “pay it forward.”
- Memories
- Friends
- New skills: social, communication, leadership, independence, decision-making, etc.

In your own words, describe each of the 5 Cs.

Answers will vary, but definitions are included:

- Competence: the ability to perform a task adequately.
- Confidence: the belief that one can achieve desired goals through action.
- Character: respect for societal and cultural rules; standards for correct behavior; a sense of morality and integrity.
- Caring: feeling empathy and sympathy and behaving based on those emotions.
- Connection: understanding and developing social relationships that contribute to well-being.

The video refers to a sixth C that youth develop if they demonstrate the right skills and characteristics. What is it? What does it mean and why is it important?

The sixth C is contribution. Positive youth development programs develop contributing citizens, meaning youth have the ability to be successful in adulthood. 4-H at its core is about developing contributing citizens.

Why are the Eight Essential Elements important?

Research indicates that when the Eight Essential Elements are present, programs develop characteristics known as the 5Cs: competence, confidence, character, caring and connection. As a result, these programs develop contributing citizens.

For each Essential Element, name one (1) example of how you can promote the element in your role as a camp counselor.

Answers will vary, but descriptions of each Essential Element are provided:

- A Positive Relationship with a Caring Adult: A camp counselor serves as a guide, mentor and role model; sets appropriate boundaries and expectations; helps youth discover their personal vision and set goals.
- An Inclusive Environment: Promotes a sense of belonging; encourages and supports all members; celebrates success of all members; takes pride in collective efforts.

- A Safe Emotional and Physical Environment: Youth should not fear physical or emotional harm.
- Engagement in Learning: Youth are excited about a subject area and “learn by doing” from hands-on experiences.
- Opportunity for Mastery: Takes place over time; building of knowledge, skills and attitudes to demonstrate competence; often means they can teach a skill to someone else.
- Opportunity to See Oneself as an Active Participant in the Future: Youth believe they can play a positive role in future events; make appropriate choices because they see themselves in the future.
- Opportunity for Self-Determination: Youth have a sense of influence over their lives; exercise decision-making skills.
- Opportunity to Value and Practice Service to Others: Understand and value the act of serving others.

4) Camp through the Eyes of a Child

Erin Dailey, Jackson County 4-H Educator

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Credit Hours: 1 hour

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Camp through the Eyes of a Child](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Why did you come to camp as a camper? List the reasons.

If you did not come to camp as a camper, list the reasons why campers might choose to come to camp.

Some of these reasons might include to have fun, meet new friends, try new experiences, because your friends were coming, or because your parents wanted you to attend. Whatever the reason, it is important to be aware of the various reasons why campers choose to attend camp.

Are there differences between why campers choose to come to camp and why you are coming to camp as a counselor? If yes, what are they?

While some of the reasons that campers and counselors come to camp may be the same, many are going to be different. Hopefully, as a counselor, you choose to come to camp so that you can make a difference in the lives of youth as well as having fun, meeting new friends, reconnecting with old friends and trying new experiences.

How many years have you attended camp?

Answers will vary.

What was it like attending camp for the first time?

How did you feel? What did you think when you first got to camp? If you do not remember your first time at camp, think about a time you were in a new situation.

As we are planning camp for the campers, it is important to realize that while camp may be comfortable and familiar to us, it is often a new experience for many of our campers. Things that may seem second nature to us are completely new for someone else. This may be simple things like where the restrooms are, how to dump your tray after meals and camp traditions or camp lingo. As a counselor, it is important that we make sure new campers and counselors feel welcome. Even as parents are dropping kids off, it is important that we do not take for granted things that may be unfamiliar to them and make sure they feel comfortable dropping off their child.

How would you deal with this situation as counselor?

As a camper...

You arrive at camp to find that all the kids in your cabin seem to know each other except for you. They are all laughing and carrying on about things that happened at camp last year. You are feeling very left out.

As a counselor, it is important for you to be aware of these situations so that you can address them before they begin to be a problem. It is important to understand that these actions are often not meant to make others feel left out, but in turn may make some people feel uncomfortable. Inside jokes, fun stories and fond memories can be fun for those involved, but for those who are not in on the joke or story it may make them feel left out. These situations can often be avoided by being intentional about including everyone and involving everyone in making new memories. This does not mean that you cannot have fun reminiscing, but it is important to do so in a way that does not leave others feeling left out.

How would you deal with this situation as counselor?

As a camper...

You are a first-year camper and you really did not want to come. You are shy and unsure of yourself. Your mom said you just had to go for one day and that if you do not like it you could just call if you wanted to come home.

In this situation, it will be important to make sure you are getting those shy campers involved and having fun. When a parent tells their child they only must stay for one day, it often makes it more difficult for the child to succeed. As a counselor, you can help keep the child's mind off calling home and the easiest way to do that is to keep them involved. Avoid bringing up topics that remind the child of home. Try to keep them focused on camp and the fun activities that will be coming up during their stay. When they are looking forward to camp activities, it helps to keep them focused on the positive.

How would you deal with this situation as counselor?

As a camper...

You sometimes wet the bed at night. You have not had this problem in a long time, but you had two cans of pop from the canteen last night. You woke up in the morning to find it was a bad night and you had an accident. Maybe if you just make the bed and hurry out of the cabin no one will notice.

As a counselor, this may be a situation that you have to deal with at some point. Each camp facility may handle this differently, but your camp staff will have a plan for how to clean and sanitize properly. They will provide the necessary supplies and have people to help you with the situation. Your biggest role as a counselor is to notify the appropriate staff and try to keep the situation as discreet as possible. It is important to try to avoid other campers finding out, as it can be an embarrassing situation. If you see other campers or counselors teasing that camper, it is important to stop these actions right away. Generally, camp staff will attempt to properly clean the bedding and sleeping area and have the bed put back together without other campers and counselors knowing about the situation.

How would you deal with this situation as counselor?

As a camper...

You were a little nervous about coming to camp because it is your first time away from home. Your mom snuck a phone in your bag and told you to text her every night. You know you are not supposed to have your phone, but you do not want your mom to be worried

This situation can put counselors and campers in a difficult spot. Parents mean well, but there are many reasons why camps have no-phone policies. It becomes a safety and liability issue when kids bring phones to camp. As a counselor, if you become aware of a situation like this, it is critical that you let your camp director know so that it can be dealt with properly. The camp director can then have a conversation with that camper and parent to explain to them why the policy is in place and how they can find other appropriate ways to check in if that is necessary.

As a camp counselor, what can you do to make sure that camp meets the campers' expectations and they have a positive experience at camp?

Make sure we keep campers in mind when planning and implementing activities. Be intentional about making sure that campers feel welcome, included and a part of the group. Think about camp from a new camper/new camp family's perspective. Do not make assumptions that campers know where things are, camp lingo, or what to do in certain situations. These may even include simple things like meal cleanup, campfire, cabin etiquette, group housing and shared bathrooms.

5) Managing Public Speaking Anxiety

Gwen Soule, Sandusky County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the first 15 minutes of the video included with the lesson: [Communication Techniques](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

In the video, the speaker identifies three (3) techniques to overcoming anxiety related to public speaking. List and describe these techniques.

- Greet your anxiety – “This is me being nervous.”
Recognize and acknowledge the feeling of anxiety as an indication of your being about to do something significant or important.
- Reframe speaking as a conversation, not a performance.
You do not need to be perfect. Use questions. Use normal language and do not try to use large words you would not normally use in conversation.
- Be in the present and avoid focusing on future concerns.
Warm up your voice. He suggests tongue twisters to distract you and warm up your voice.

Imagine the following scenarios. Identify one (1) which may make you nervous, circle the letter in front of it, then describe something you could do to help manage that anxiety:

- You are at camp and your educator asks you to get on the microphone and direct the campers to the next activity.
- You are at camp and you see lightening during the canoe session. The lifeguard and session leaders say they need to cancel the session and ask if you can lead an activity in the rec hall instead.
- You are working with your counselor team to plan an activity. You know a month before camp that it will be your job to lead the activity during a session with 15-20 youth.
- You are working with your counselor team to plan an activity. You know a month before camp that it will be your job to lead the activity for the entire camp.

Answers will vary, as each counselor will select a different scenario. Expect them to utilize the three techniques from the question above to identify how they could manage the anxiety.

6) Actions Speak Louder than Words

Jamie McConnell, Muskingum County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Actions Speak Louder than Words](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What does the phrase "actions speak louder than words" mean to you?

Answers will vary, but might include:

- People pay more attention to what you do than what you say.
- People notice when your actions do not match your words.
- Body language and other nonverbal cues impact message delivery.

Nonverbal communication has what percentage effect on your message?

- 50%

What is nonverbal communication? What does it include?

Nonverbal communication is the way people communicate without using spoken words. It includes body language, facial expressions, posture, eye contact and physiological changes.

Why can Mr. Potato Head help us understand how nonverbal communication impacts our message?

Mr. Potato Head uses facial expressions and body language to share his message. His nonverbal communication is often very obvious.

For each of the eight faces of leadership, describe what the emotion means and provide an example of when you might use this face as a camp counselor.

Answers will vary, but descriptions of each face and examples are provided:

- Empathetic: You feel what they feel. Counselors may use this face when listening to a story that shocks, surprises or saddens them.
- Confidence: You believe in your ability to be a good camp counselor. Counselors might use this face when presenting a well-prepared lesson or completing a task they have done many times before.
- Intense: You are serious. They might use an intense face when they are discussing rules and expectations or are delivering consequences.
- Attentive: Your eyes and ears are open, and you are paying attention. Campers know you are listening. Counselors use the attentive face when first meeting campers or when they are focused on developing a relationship with the camper.
- Disappointed: This face communicates that your expectations were not met. Counselors may use this face when they are unhappy with behavior.
- Happy: You feel good about what is going on! Hopefully we see this face in counselors often.
- Sincere: Authentic and believable. Counselors demonstrate a genuine interest in each camper.

- Optimistic: You are enthusiastic and hopeful. Hopefully we see optimism a lot, especially at the beginning of camp!

Why is nonverbal communication so important?

Nonverbal communication is important because it impacts message delivery as much as the spoken word. When interacting with others, we need to be aware of what our nonverbal communication says about our attitude and beliefs. Practicing effective nonverbal communication will help camp counselors develop positive relationships with campers.

7) Expanding Your Cultural Intelligence

Steve Brady, Warren County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Expanding Your Cultural Intelligence](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Why is being aware of your personal bias and assumptions important in your role as a camp counselor?

It is important because camp is for ALL campers, not just the ones you get along with and like. Knowing yourself and who you naturally “like” helps to know what you need to work on to improve your connection with the “other” campers.

List three (3) ways that cultural awareness could help improve your connections with your campers?

- Help all campers follow the rules.
- Improve your cabin, tribe or table attitude.
- Knowing your campers better helps deepen the connection.
- Establishes greater trust and bonding.
- Helps all campers feel welcome and included.
- Increases compassion for all campers.

How might you handle situations of discrimination based on race, religion, ability, personal hygiene, etc. that come up at camp?

- Report it to adult staff to help resolve.
- Interrupt the discrimination action by emphasizing that this behavior is not acceptable at camp.
- Help campers see that what they said/did is not helping make camp a safe place for everyone and that being different is okay and valued.

8) Keeping Mental Health in Mind

Amanda Raines, Hardin County 4-H Educator

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Credit Hours: 45 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Keeping Mental Health in Mind](#).
- 2) Answer each question. The survey will only allow completion if all answers are correct.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are all true/false. The Qualtrics Survey will only allow counselors to move forward and complete the lesson if all answers are correct. Correct answers are provided for your information.

Having a positive mental health means that you will not feel stressed or unhappy.

False

Over 50% of mental health disorders appear by age 14.

True

One in every 5 American adolescents is living with a mental illness.

True

Depression is the most common mental health disorder among youth ages 12 to 17.

False

Anxiety disorder can have physical symptoms that mimic a heart attack.

True

The difference between typical sadness and depression is that people with depression have thoughts of death and suicide.

False

Substance abuse is considered a mental health disorder.

True

Youth who live in poverty are at a higher risk for developing a mental health disorder.

True

Youth whose parents are divorced are NOT at a higher risk than youth whose parents are married.

False

People with mental health disorders often face discrimination.

True

Homesickness is a mental health disorder.

False

The symptoms of homesickness are similar to those of anxiety and/or depression.

True

9) Keep Your Camp Boat Afloat

Jamie McConnell, Muskingum County 4-H Educator
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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Keep Your Camp Boat Afloat](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What is a paddler?

Paddlers are the people in the front of the boat. They are engaged – excited about what they are doing and being part of the group. They are emotionally invested.

What does a paddler look like in the camp counselor role? Provide specific examples.

Examples might include: actively involved in planning; assumes leadership roles; always paying attention at meetings and during camp; engaged with campers during programs.

What is a sitter?

Sitters are the people in the middle of the boat. They are not paddling. They are just looking around. They are not engaged – in the workplace, these are the people who are just there to collect a paycheck. They may be mildly productive, but they are not passionate about their role.

What does a sitter look like in the camp counselor role? Provide specific examples.

Examples might include: attending meetings, but not contributing ideas or efforts; sitting on the sidelines at camp, not engaging with campers; not showing enthusiasm for camp.

What is a sinker?

Sinkers are the people in the back of the boat. They are actively trying to sink the boat by dumping water in it. They are so unhappy that they work to sabotage those around them.

What does a sinker look like in the camp counselor role? Provide specific examples.

Examples might include: does not attend meetings; negative toward peers to the point of criticizing them and their ideas; never satisfied; not paying attention at camp to the point that campers are at risk; more concerned with getting their own way.

How do paddlers feel about sitters and sinkers?

Answers might include frustrated, annoyed or discouraged by their lack of contributions.

What happens if we find ways to engage sitters and sinkers?

The camp boat will travel straighter, faster and farther.

Describe three (3) strategies you would use to engage a sitter.

Answers will vary, but might include: assign counselor specific tasks or leadership roles; make sure they know how to complete a task by providing adequate instructions; discover their strengths and interests to engage them more effectively; have a conversation with them to determine why they are not engaged and develop strategies together.

Describe three (3) strategies you would use to engage a sinker.

Answers will vary, but might include: have a conversation with them to discover if factors outside of camp are impacting their involvement/enthusiasm; discourage negative talk and attitudes towards others; ask your camp director for help by requiring meeting attendance, active involvement and counselor evaluations; have a direct conversation with them about their behavior.

Why is it important for all members of the team to be engaged?

Team efforts are more successful when all members of the team are involved and utilize their strengths.

10) Getting the Most out of Online Training

Gwen Soule, Sandusky County 4-H Educator

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Credit Hours: 15 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Getting the Most out of Online Training](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

List one difference between face to face and online training shared in the presentation:

Answers will vary, but might include:

- Group atmosphere vs. varied formats where you may be working on your own.
- The format varies and online learning may have less discussion or interaction.
- Having a set schedule vs. doing it on your own time.

Online learners have increased [responsibility](#).

What is one way you can participate fully in an online learning activity?

- Answer discussion questions.
- Take notes.
- Read all materials.
- Write down questions and seek answers.

Give an example of something you can do to limit distractions while you are completing an online activity.

- Set aside a specific time.
- Turn off your phone and set it aside.
- Close other windows on your computer.

Describe the analogy of the bouncing ball.

Answers will vary, but should reference the idea that when you bounce a ball the “bounce” you get is directly related to the amount of energy you put into it. The same is true for many things in life, including online counselor training. If you do the bare minimum, there may be very little value gained from the experience. However, when you put more effort into it, participate fully, avoid distractions and try to apply the topic to real life situations, you will find you get much more out of it.

11) Time Management

Frances Nicol, Madison County 4-H Educator

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Credit Hours: 1 hour

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Time Management](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson ask counselors to plan and provide details for a workshop. The author provided a sample lesson plan to assist in reviewing each counselor's submission.

Workshop Title: Tie Dye T-shirts

Pre-session Set up and Prep:

- Gather supplies needed and set them out for easy distribution/access.

Detailed Plan: What will happen during the workshop?

Write your teaching plan for each 10-minute increment of the 50-minute session. For each time frame, include what's happening, who is leading and supplies/equipment needed.

This sample session will be taught from 9-9:50 a.m. Sarah and Jill are the session leaders.

Time	What's Happening	Who is Leading	Supplies/Equipment Needed
9:00	Have camper write name on shirt tag and put in bucket of water to soak.	Sarah	<ul style="list-style-type: none">• One t-shirt per camper• Sharpies• Buckets of water
9:10	Demonstrate 3 techniques; how to rubber band to achieve each design. Explain how to apply dye.	Jill	<ul style="list-style-type: none">• Sample t-shirt• Rubber bands• Dye
9:20	Wring out shirts from bucket, campers begin applying rubber bands to create design/prepare shirt.	Sarah	<ul style="list-style-type: none">• Rubber bands
9:30	Campers apply dye. Move from table to table to assist (keep each color at a station).	All counselors	<ul style="list-style-type: none">• Dye
9:40	Label plastic bag and insert shirt. Clean up supplies and area.	All counselors	<ul style="list-style-type: none">• One plastic bag per camper• Sharpies

My to-do list:

Answers will vary depending on the counselor's role in the planned session.

12) Developing Memorable Camp Programs through Meaningful Play

Alisha Faudie, Geauga County 4-H Educator

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Credit Hours: 1 hour

Counselor Instructions for Lesson Completion:

- 1) Watch the videos included with the lesson: [A Pep Talk from Kid President to You](#) and [Teach Teachers How to Create Magic](#).
- 2) Read the following articles: [Five Essentials to Meaningful Play](#) and [Inspired Learning through Deep Nature Play](#).
- 3) Answer each question completely. Answers cannot be left blank.
- 4) Click the forward arrow at the bottom of the page to submit the lesson.

Meaningful play can be defined as childhood play memories with nostalgia. We want campers to have meaningful play experiences at camp that lead to positive skill development, engage them in challenge by choice opportunities and allow them to become completely immersed in the camp experience. Program planning can be an overwhelming task for counselors. You were selected as a counselor because we believe you have the skills required to succeed. As you work through this lesson, reflect on the messages in the videos and articles as you complete the assignment.

Answer Key:

Questions in this lesson ask counselors to plan and provide details for a program that utilizes meaningful play. The author provided a plan to assist in reviewing each counselor's submission.

Name of Activity & Explanation

Example: Paint a camp sign. Campers will paint a pre-assembled sign by selecting one of the examples to follow or by creating their own design.

Group Size/Organization

Example: 15-20 campers per group to complete the activity. Signs should be pre-assembled and supplies should be in the craft hall prior to campers arriving for the activity. Painting areas should be set up.

Space Needed & Time Frame

Example: Craft Hall. Campers will have 45 minutes to paint their signs.

Awaken Enthusiasm

How will you get the campers excited about the activity?

Example: Campers can select a new craft activity this year – painting signs. It is a larger take home camp memory.

Focus Attention

How will the activity grab the campers' attention and use their physical senses?

Example: Painting signs can be a choice activity for those campers who may want a more low-key activity. This activity is for campers who want some quieter time to complete a solo activity.

Direct Experiences Offered

What will campers do/get out of the activity?

Example: Campers will express their creativity, learn to focus on details, follow directions and use this quiet camp activity to decompress from the craziness.

Share Inspiration

Reflection

Example:

Pre-painted sign: Footprint Rock. Jane will share the story of the Native Americans and their journey to Camp Whitewood and how Footprint Rock came to be.

Create Your Own: Campers can paint their favorite image, sports team, school emblem, etc. Campers can share why they chose the image and how it has an impact on their lives.

Counselor Responsibilities

Who, What, Where?

Example: Jane will set up tables, chairs and cover tables with plastic. Tony will gather paint brushes, paint dishes and paper towels for each camper. Erica and Rob will distribute boards to campers. Jane and Rob will provide painting instruction to those who are following a predetermined picture. Tony and Erica will provide guidance and supervision to the campers who are free painting.

Supplies/Materials Needed

Example: One 1'x3' plywood board per camper, sandpaper, drill, 4' thick cotton rope per board, paint, paint brushes, paint dishes, paper towels, disposable table clothes.

Prep Time & Set-up

Example:

Pre-Camp: Plywood boards need cut into sections, holes drilled at top corners and 4' of rope attached to make the hanger. Sand edges of boards if needed. Gather painting supplies.

10 minutes before activity: Set up craft area and get supplies ready.

13) Dog Poop Initiative

Liz Hirzel, Ottawa County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Dog Poop Initiative](#). In the video, Liz refers to these [worksheets](#). They will help you answer the questions for this lesson.
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What is a leader? What traits do “scoopers” have?

A leader is someone who takes initiative, shows the way for others and is a good role model. "Scoopers" are problem solvers.

Discuss a time when you have been or seen a “pointer?”

Answers will vary, but a “pointer” is someone who turns their back on a situation, leaves the group or stands and points rather than finding a solution.

What effect does a “pooper” have on a team?

A "pooper" is someone who creates problems or challenges. It can be difficult for a team because it will cause others to stop what they are doing to solve a new problem. The problem creator will not add much value to the team; instead, it will slow everyone down.

What is initiative? How can you use it?

Taking initiative is using an opportunity to act or take charge before being told to do so, or before others do it first. You can take initiative in a positive way to step up and lead a group or solve any problems that may arise.

What are some of the obstacles or challenges counselors find themselves facing? List specific examples.

- Homesick camper
- Bullying
- Bad camper hygiene
- Bad weather
- Camper injury

In the video, Liz instructs you to choose one "pile of poo" (a challenge) that counselors face to reflect on during the lesson. What is your pile of poo?

Answers will vary, but might include any of the challenges in the list from the previous question or another obstacle counselors face. The example in the video is a homesick camper.

Describe what a "close call" looks like with your pile of poo.

Answers will vary depending on the scenario, but a close call is when you almost run into or step on the pile of poo. A close call for a homesick camper is that he/she has stopped participating in all activities and wants to go home.

How can you "scoop" your pile of poo?

What are the action steps you need to take? Are there any barriers to stop you from "scooping"?

Answers will vary depending on the scenario, but scooping means resolving the situation. In "scooping" a homesick camper challenge, the counselor is proactive and makes sure each camper feels comfortable and is having fun to prevent homesickness. Action steps: The counselor can talk to the camper, ask them what is wrong and ask how they can help. They can figure out what the camper enjoys doing and get the camper involved in something fun. Barriers: The child might be unwilling to talk or participate.

14) Who Inspires You?

Gwen Soule, Sandusky County 4-H Educator
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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Who Inspires You? Why heroes, role models and mentors matter](#). In this video, Dyan deNapoli talks about the mentors and role models in her life who inspired her. She both encourages teens to identify great role models and encourages them to serve as mentors and role models for others.
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

In the video, the speaker talks about her conservation experiences with what type of animal?

African penguin

What qualities would you look for in a role model? *This is not in the video... it is about you. If you have a role model or mentor, you can describe them, or you can describe someone you hope to find along the way.*

Answers will vary, as this question is based on the counselor's thoughts and feelings.

Think about the actions of Dyan deNapoli's heroes, role models, and mentors. Describe at least three specific things you can do as a camp counselor to make a lasting difference for campers.

In deNapoli's video, she defines each term:

- Heroes show us the path to our hearts desire.
- Role models inspire us to be more like them.
- Mentors help us uncover and unleash our true potential.

Specific answers will vary, but might include:

- Encouraging them to take on leadership roles.
- Helping them to discover their strengths and realize their true potential.
- Assuring campers that they have what it takes to succeed/complete a task.
- Helping campers face their fears and step outside their comfort zone.
- Support, guide and encourage to help them grow.

15) Taking Initiative

Katie Feldhues, Ross County 4-H Educator

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Credit Hours: 45 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Taking Initiative](#).
- 4) Answer each question completely. Answers cannot be left blank. The survey will only allow completion if all multiple-choice answers are correct.
- 2) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Some questions in this lesson are multiple choice. The Qualtrics Survey will only allow counselors to move forward and complete the lesson if all answers are correct. Correct answers are provided for your information. Some questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

In the Camp Counselor Training Module on Self-Direction, what is the definition provided for self-direction?

The ability to use your judgment to make decisions and do things without needing to be told what to do.

Name three (3) examples of how you can go the extra mile at camp.

Answers will vary, but may include:

- Proactive: Thinking ahead about how you can help and make things better.
- Selfless: What can I give of myself in order to be helpful?
- Problem-solving: When plans need to change, you go into problem-solving mode and offer activities to fill time.
- Creative: Demonstrate willingness to change processes and programs so you are not automatically doing things the way they have always been done.
- Focused: Focusing on campers, making sure tasks are completed well and on time.

Which of the following demonstrates initiative?

Staying behind and getting 3/7 campers up, ready and out of the cabin 10 minutes early for morning flags as your co-counselor returns from polar bear swim with other campers.

Which of the following does NOT demonstrate initiative?

Your co-counselor rushes past you with a camper with a nosebleed just before lunch and you gawk from distance with three of your cabin campers trailing after her.

Which of the following attributes promote self-direction (select all that apply):

- Thinking ahead
- Staying focused
- "I'd love to" attitude
- Pre-planning
- Creative thinking

16) Developing Supportive Relationships

Jamie McConnell, Muskingum County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the videos included with the lesson: [Every Kid Needs a Champion](#) and [Good Kids, Bad Kids and Weird Kids](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

According to Rita Pierson, kids do not learn from who?

People they do not like.

Rita Pierson shares two (2) strategies from Stephen Covey to help build relationships.

- Seeking first to understand, as opposed to being understood.
- Apologize when you are wrong.

Explain why Rita Pierson gave the student a (+2) on the quiz rather than a (-18).

She wanted to focus on the fact that the student got two answers right and did not miss them all. She used it as an opportunity to encourage him to do better on the next quiz, rather than “sucking all the life out of him”.

What does Rita Pierson teach about “kids we don’t like”?

The tough kids show up for a reason: connection and relationships. Even though she admits you will not like all kids, she says they must never know.

Jonathan Owen talks about three (3) different types of kids. List and describe the three types of kids.

- Good Kids: The kids you adore. Your favorites.
- Bad Kids: The kids that make your life miserable.
- Weird Kids: Not good, not bad. Make you say: Wait...what?

In your own words, what did Jonathan Owen learn from his experience with Joey (“the bad kid”) and his mom?

Joey was a poster child “bad kid” – it felt like he went to new levels to misbehave. They did not know what to do for him. Through a conversation with his mom, Jonathan learned that Joey’s parents were recently divorced, and he has been struggling. She also tells Jonathan that she has terminal cancer and not much time to live. Jonathan realized that Joey is not a bad kid, he is a hurting kid. As a result, they started treating Joey like he was their favorite kid. Joey’s mom reported that this encouragement led Joey to say he had “his best day ever” at camp.

What did you learn about developing supportive relationships with campers from watching these two videos?

Answers will vary, but might include:

- Every child deserves a champion, someone who will not give up on them.
- Every kid has a story and we need to understand this story.

17) Writing Your Own Lesson Plan

Jenny Strickler, Coshocton County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Writing Your Own Lesson Plan](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Why would you want to create a lesson plan before you teach a lesson?

When teaching a lesson, you can often forget what you want to say if it is not written down. A good lesson should be practiced and is based on a certain time limit, so sticking to the lesson is crucial to keeping on time. The effectiveness of a lesson will be much higher if it is well thought out and planned ahead of time. Having a list of materials aids in preventing you from forgetting any important needs to deliver the lesson.

What might you put in the “Background” section of the lesson plan?

Explain the need for the lesson, how it is beneficial and why it is important.

What are the three main learning styles?

- Auditory
- Visual
- Tactile/Kinesthetic

Why would you want a lesson plan in a format that anyone could deliver?

Sometimes events arise and you may be unable to deliver the lesson. In order to not cancel, the lesson can be passed to another counselor to deliver the program as planned.

How might a youth “Apply” a lesson that you just taught on “Steps to Make the Best Lemonade”?

They would make lemonade themselves.

Complete the Ohio 4-H Camping Lesson Plan Template with a topic that you will teach to your campers.

The lesson plan will include:

- Lesson Objectives
- Time
- Equipment and Supplies
- Do Ahead
- Background
- What to Do
- Reflect
- Apply

18) Never Fly Solo with a Wingman

Elliott Lawrence, Lucas County 4-H Educator

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Credit Hours: 45 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Never Fly Solo with a Wingman](#).
- 2) Download these handouts to help you complete the lesson: [Wingman Concept Handout](#) and [Wingman Scenario Cards](#).
- 3) Answer each question completely. Answers cannot be left blank.
- 4) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Some questions in this lesson are multiple choice. The Qualtrics Survey will only allow counselors to move forward and complete the lesson if all answers are correct. Correct answers are provided for your information. Some questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What is a Wingman?

Someone who has your back and is there to help you during difficult times or situations. They help you solve problems and act as a sounding board to share and discuss ideas that make camp a better place.

What is a “Bold Face” action?

Something that cannot wait, an emergency that requires immediate attention. This action is when you or someone else’s life might be at risk. This action is not always life or death. It can also be a time sensitive situation that needs immediate resolution.

What are the four (4) basic steps of the Wingman “Bold Face” Concept?

- Assess the issue the person is having.
- Assess the individual’s ability to solve the problem themselves.
- Assess the status of the 4 dimensions of wellness (Physical, Social, Emotional, Spiritual).
- Stay on your Wingman’s wingtip until a positive hand-off is complete. In other words, do not leave your Wingman alone.

How can you apply the Wingman strategy to your camp counselor role?

Answers will vary, but might include: being there for another counselor; helping my counselor team; helping camp staff; solving problems at camp.

Wingman Scenarios (multiple choice)

Apply the Wingman strategy to determine what to do in the following situation:

It Can Wait - address at the next Wingman meeting

Bold Face - act right away

Don't Worry About It

Two counselors have a crush on each other.

Don't Worry About It

You do not think that a camper sitting at your table is having fun.

It Can Wait

The toilet will not stop running.

Bold Face

You are signed up to do high ropes and don't think you can do it.

It Can Wait

Two campers got into a fight in your cabin after lights out.

Bold Face

A nine-year-old camper will not stop following you EVERYWHERE.

It Can Wait

In a session, the staff member in charge did not pay attention to the safety of the campers.

Bold Face

The food in the dining hall is giving you a stomachache.

It Can Wait

You saw someone outside your cabin last night after lights out.

Bold Face

The camp nurse gave you the wrong medication.

Bold Face

You must lead line dancing and you cannot remember any of the dances.

It Can Wait

One of your campers said their expensive camera is missing.

Bold Face

It's the end of camp and you are tired and burnt out.

It Can Wait

You got yelled at by the Camp Director and it was not your fault.

It Can Wait

How often should you check up on your Wingman?

There should be Wingman Check in meetings every day but sometimes that does not happen. These meetings do not have to be long, just 10-15 minutes. Even if you do not have formal check in meetings, you still need to watch out for your Wingman. If they are feeling bad or troubled make time to meet with them.

19) Critical Thinking & Problem Solving

Ashley Hughey, Portage County 4-H Educator

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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the videos included with the lesson: [5 Tips to Improve Your Critical Thinking](#) and [Got a Wicked Problem? First, Tell Me How You Make Toast](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What is a problem you have had, either at camp or in your personal life?

Examples: Trouble/drama working with a cabin mate, dealing with difficult campers, group school assignment where one person does all the work.

How did you handle it/work through it?

There is no wrong answer here. Even if they did not handle it well, this will hopefully help them reflect upon that.

After watching these videos, what did you learn about working through problems?

Five Tips to Improve Critical Thinking Video: 1. Formulate a question; 2. Gather information; 3. Apply information; 4. Consider implications; 5. Explore other points of view.

Other information learned could include: issues sometimes have bias, emotions or manipulation; you must break down the issue into simple parts to analyze the problem.

How to Make Toast Video: Writing down or making the problem visible helps work through it. Using this method of writing or drawing the steps helps break down how something works into systems and nodes so we can analyze the situation. You should have between 5 and 13 nodes when you break down the problem. When you solve a problem as a group, the group produces a unified model of how everyone thinks through the problem. The conversations are the important, not just the models produced.

Decide on a problem you may see at camp or from planning camp. Follow the 5-step process to work through how you would handle this problem.

1. Formulate your question – know what you are looking for.
Example Issue: Working with co-counselors to plan an evening activity that you may not want to do. How are you going to plan the evening activity successfully?
2. Gather your information – ask an expert
The counselor could talk to an older counselor who has successfully planned and implemented evening activities, or adult staff, or their director.

3. Apply the information – ask critical questions:

- What concepts are at work?
- What assumptions exist?
- Is my interpretation of the information logically sound?

Previous counselors could want to do an activity because it “has always been done”, but others may want to try something new. You could assume that some counselors have experience, but most may not. The counselor could interpret this as everyone wants to do the activity that the oldest counselors want because they are the most vocal about it.

4. Consider implications

The group may decide to do the activity one counselor wants to do because it is their last year, or because they are the most vocal and you are afraid of retaliation. But will it be successful if not everyone is 100% on board?

5. Explore other points of view

Explore why the counselor wants to do this activity. Maybe it is because last year they had made the most memories during this activity? But, did the campers enjoy this activity as much or was it more for the counselors who planned it?

What takeaways will you use when a problem comes up at camp?

Counselors will hopefully learn to more effectively work through problems that arise. In order to think through a problem logically, you must identify the bias, emotions and manipulation that possibly take place.

Can you always use these tips for all camp problems, or do you need faster solutions?

Name an example of a time you might need a faster solution.

Examples: Emergency situations, campers needing to use the bathroom, behavior management. Safety is the number one priority and should be treated as such.

20) Critical Moments at Camp

Hannah Epley, Extension State Specialist, Camping & Older Youth Programs
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Credit Hours: 30 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Critical Moments at Camp](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

What are the critical times in the camp schedule when injuries are most likely to occur?

- Free time
- Before/during/after meals
- Right before lights out
- When getting ready in the morning
- When activities do not engage all campers at the same time

How can counselors engage their campers to reduce potential injuries?

- Make sure to have engaging activities.
- Counselors should always be around campers and know where they are (being mindful of the rule of 3).
- Actively engage in the activities with the campers.
- Set expectations/rules with the campers.
- Get to know your campers early so you can notice behavior changes if/when they occur.

What are your action steps?

Answers will vary, but should be related to keeping campers safe and healthy; having engaging activities; setting expectations with campers; revisiting the schedule, etc.

21) Camp Roles

Hannah Epley, Extension State Specialist, Camping & Older Youth Programs
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Credit Hours: 45 minutes

Counselor Instructions for Lesson Completion:

- 1) Watch the video included with the lesson: [Camp Roles](#).
- 2) Answer each question completely. Answers cannot be left blank.
- 3) Click the forward arrow at the bottom of the page to submit the lesson.

Answer Key:

Questions in this lesson are open-ended and ask counselors to share their thoughts and experiences. For those questions, the author provided notes about what information might be included in responses.

Choose: mealtimes OR campfire

During this activity, generate a list of responsibilities for:

- **Mealtime:**
 - Campers: eat food; stay hydrated; table setters.
 - Counselors: make sure campers are eating; pass food; lead songs; account for campers.
 - Adult Staff: account for camp participants; accommodate dietary needs with kitchen; prepare for next programming activities.
 - Camp Director: similar to adult staff, depending on roles at camp; communicate with individuals.
 - “Permanent” or “seasonal” camp staff: ensure enough food; any camp items needing attention.
- **Campfire:**
 - Campers: sing songs; participate in challenges skits, etc.
 - Counselors: lead songs; plan skits; determine challenge needs; account for campers; prepare activities.
 - Adult Staff: account for safety of camp participants; assist with supply preparation; prepare for next programming activities; participate in skits, songs, etc. as desired/permitted.
 - Camp Director: similar to adult staff, depending on roles at camp; communicate with individuals.
 - “Permanent” or “seasonal” camp staff: build fire; make sure appropriate items there to put out fire; participate in skits, songs, etc. as desired/permitted.

List the general roles of the following groups of people while at camp.

- Campers: to learn; have fun; take care of themselves.
- Counselors: keep campers safe; make sure events run smoothly; work as a team.
- Adult Staff: make sure all are staying safe and engaged; help with behind the scenes items.
- Camp Director: make sure all are staying safe and engaged; assist counselor; remind groups or individuals of things that need to happen.
- “Permanent” or “seasonal” camp staff: instruction; make sure camp facilities are in good working order.
-

What are your action steps?

Answers will vary, but should be related to making sure campers, counselors, staff and camp director understand the multiple facets of the camping program (education, take new counselor under wing, etc.). Answer: How they can specifically contribute to the camping program? (education, thanking people, asking for help, etc.)