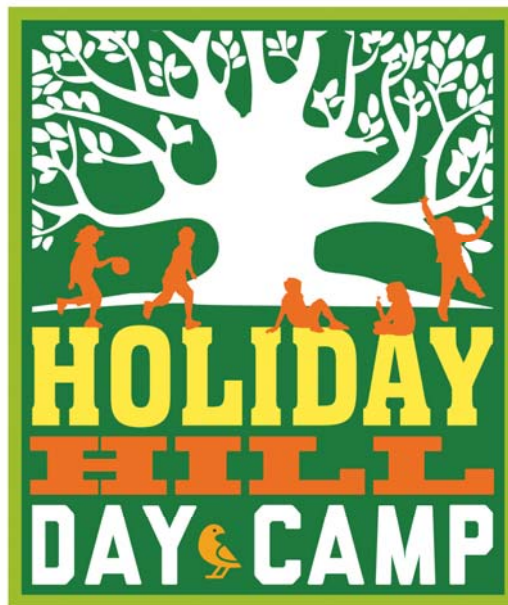


Holiday Hill Day Camp Staff Manual

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**Summer never
felt so good.**

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PROGRAM GOALS AND OUTCOMES

PHILOSOPHY

Holiday Hill's philosophy of fostering a positive and enjoyable child-centered community provides an excellent environment for the healthy development of children, and also meets families' needs for safety and convenience.

PROGRAM GOALS

Our program promotes the active participation of each camper toward the accomplishment of his or her personal goals while contributing cooperatively to the life of the greater "camp family".

Through laughter, singing and a variety of activities, campers experience a spiral of successes; important opportunities to encounter themselves and others in new ways, to feel good about themselves, and to exercise their power in cooperative efforts.

Making, renewing and strengthening friendships is always the basis of the experience.

The skills and values young people develop within this growth zone will help prepare them to face the challenges of growing up tomorrow while meeting their need for fun and adventure today.

PROGRAM OUTCOMES

SWIMMING - Holiday Hill's directors were each Water Safety Instructors at different times in the camp's past. They truly understand the value of swimming as an important life skill for safety and enjoyment. Swimming is one of our key programs. Each child has the opportunity to swim twice daily; a 30 minute morning lesson using the American Red Cross method, and an enjoyable free swim for 45 minutes each afternoon. Two 25 yd. in-ground pools provide ample space and a variety of water depths to allow children to develop confidence and ability at their own pace. While the program is administered by a team of trained WSI's, the group counselors also play an active role in water safety, instruction and play as they participate right along with the campers at every aquatic event.

ARCHERY - The magic and mystique of Robin Hood and his merry friends is alive and well at Holiday Hill! The results of focus, attention and proper practice can be a bull's eye, a popped balloon or maybe just a solid hit on the target. "The sport of man since time began" continues to excite and challenge children today. Our spacious range permits instruction in long and short distance shooting with an emphasis on courtesy and safety.

SPORTS - Winning is fun and everyone's a winner when the accent is on teamwork and enjoyment. Our sports program is about play that is friendly, fair and fun. Developmentally appropriate games and activities that let each camper be an important part of the fun are one of the keys to helping children feel like they belong, that they fit

in, and that this place and these people are here for them. Our sports director coaches resiliency, respect and persistence - positive attitudes which foster confidence and combat anger with measures of hopefulness and good sportsmanship.

CANOEING - "There is magic in the feel of a paddle and the movement of a canoe, a magic compounded of distance, adventure, solitude and peace," writes a thoughtful adventurer. Canoes are also cool tools for scavenger hunts, sponge fights, relay races, paddle polo, island hopping and exploring nature! The way of the wilderness is still today's way to go places you've only dreamed of. Our instructors stress aquatic safety and provide practice in the fundamental skills of flat-water canoeing. The fun takes place on the neighboring Mansfield Hollow reservoir, a two mile van ride or forest hike away.

ARTS & CRAFTS - Opportunities for self-expression abound at camp and one of the places where these expressions of self seem boundless indeed is in our arts and crafts coop. From jewelry to jute, finger painting to fine art, campers of all ages may take time out for fun with color and imagination. Tie-dyeing and decorating, puppets and plaster, idle chatter and serious discussion -all are part of the scene.

ADVENTURE ROPES COURSE - Who would think that a romp on one of the world's most exciting plays-capes could wind up being a powerful human experience in group dynamics with personal growth as the strong central focus? An adventure for both body and mind, activities challenge physical stamina and also test inner strength. On elements made of rope, cable and trees, some activities take place on or near the ground and others in the treetops. Employing basic technical rock climbing safety equipment, participants in our older division learn the skills to enjoy each element fully and safely.

NATURE - A close, healthy relationship with the environment is at the heart of the camping movement. This program exploits the opportunities afforded us by the camp grounds and our bordering state reservation lands - their forests, fields and streams - to explore, enjoy and gain enrichment from guided activities in our natural surroundings. Fun activities are used to encourage discovery, exploration, identification and understanding of the elements that make up our complex natural community.

CREATIVE DRAMATICS - Fun with imagination, role playing, theater games, skits and plays! Campers explore their own personalities and experiment with others. Costumes, props and sets add to the creativity and spontaneity of the scenes. It's not Shakespeare (usually) but it's always high comedy and jolly good fun!

THE DECENTRALIZED CAMPING MODEL

Decentralized camping involves the organization of campers into small "family" groups of campers, with two co-leaders. Each such unit is responsible, as far as possible for its own program, welfare and way of camping. The program areas and potential activities can look exactly the same as in a centralized program where a camp's administration has decided ahead of time what activities will be good for the campers.

The difference is that each camper in each group plays a role in discovering what is possible, expressing the need or desire to do something, contributing to the decision making process of what the group will do, planning it, doing it and evaluating the benefits of having done it. The counselors must facilitate or direct this process, thereby helping the campers get the most out of the camping experience that they can, keeping in mind the philosophy and goals of the camp.

Small groups that always stay together mean closer relationships with your campers. Closer relationships mean that you learn more about each child and children in general. A group's co-counselors are always with the group.

Specialists become a resource to the counselors who might lead their own groups in that type of activity or as a guest leader who shares his or her self directly with the groups that have chosen that activity. Obviously, areas requiring special certifications like aquatics, ropes and archery still require specialists. But consider for a moment the many areas of camp program in which our general counselors have some expertise or at least the potential to learn to lead. Does a group always need the Arts & Crafts Coop and Specialist to do an activity involving Arts & Crafts. Is the same not true of Nature, Sports, Tennis, Music, CD? In the totally decentralized camp, there are no specialists! The general counselors do it all with the cooperation and assistance of the campers.

All specialists, group leaders and their assistants/co-leaders need to be well versed in how to:

- **run** brainstorming sessions
- **facilitate** the group decision making process
- **help** campers cooperatively plan for their needs
- **help** campers schedule their activities
- **help** campers accomplish their activity goals conduct pre-activity briefings
- **conduct** activities safely and for the benefit of the campers
- **debrief** or evaluate experiences with the campers
- **manage** the behavior of a small group
- **communicate** effectively with campers
- **work** closely with a co-counselor
- **help** their group contribute to overall camp spirit
- **learn** some new activities in specialized activities

It takes people with talent, energy and positive attitudes to make a community like this work!

THE FULL VALUE CONTRACT

As any group comes together, it creates its own behavioral rules for how members treat one another. Every group goes through this, but the process is usually subtle; an unspoken code of conduct evolves over time. A classroom has a set of rules, as does a playground at recess, members of a group abide by a code, and so do employees in an office.

The adventure approach to learning brings this group development process out into the open. We begin by asking group members to think about how they want to work together and treat each other. The result of this process is called a Full Value Contract.

The goal of any Full Value Contract is to create an atmosphere in which everyone in the group feels safe, both emotionally and physically, to explore various group activities and/or difficult issues without fear of being ridiculed or put down; a place where all group members feel recognized and have a voice and a way to participate in the decisions made by the group. In a classroom or school-age program, the Full Value Contract can be an opportunity to shift peer pressures toward productive behaviors and away from destructive ones. Simply put, the Full Value Contract should remind all group members to fully value themselves, others, and the group process.

There are several ways to develop a Full Value Contract with your group, ranging from an open-ended dialogue, where the campers develop their own contract, to more structured approaches.

With young children, you might use the concrete reminders of **PLAY HARD--PLAY FAIR--PLAY SAFE** and ask for their interpretations. With high school aged campers, you might begin by presenting the contract and having them elaborate on each point.

Regardless of your situation, the three main points are these:

- 1. Agreement to work together as a group and to work toward group and individual goals.**
- 2. Agreement to adhere to certain safety and group behavior guidelines.**
- 3. Agreement to give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.**

Another way to say it is:

BE HERE--Beyond simply showing up, be ready to participate and to work with others (essentially, #1 from above).

BE SAFE--Respect physical and emotional safety at all times. Allow trust to develop. (#2 above)

BE HONEST--Speak the truth, face experiences honestly, take the risk of speaking up. (#3)

SET GOALS--Participate with the intention to achieve, to carry tasks and goals through to completion (#1)

CARE FOR YOURSELF AND OTHERS--Reach out into the world and take responsibility.

LET GO AND MOVE ON--Strive to release yourself from negative dependencies, occurrences and attitudes. (#3) Be the self you want to be.

Developing Your Own FVC

No matter how you develop a contract with your group, the members need to know, understand, and own each piece for themselves. In addition, make every effort to keep the contract alive. Post it on the wall, refer to it, revise it, and design activities that include it. A living contract can be one of your most effective tools in dealing with group issues.

It's usually a good idea to start with the basic framework of a contract for the group to discuss. From there they can adapt the words or add elements as they continue working together. It's important not

to force the evolution of the group. A balance needs to be struck between how you guide them and how they guide themselves. In the beginning, raise questions that will help them solidify and clarify their contract. but make every effort to use their words and their leadership.

As you present the Full Value Contract, encourage your group to discuss what each of the statements in it means to them. Don't hesitate to add a point if toward the end you see something missing. You are a part of this group and can ask for certain agreements as well!

Another Look at Full Value Contracting

Underlying the Framing/Briefing process is the concept of contracting. It is the group's first line of defense as it goes into an activity. An essential element of camp programming takes the form of a social contract, both personal and interpersonal. It is a creed built on value for each person and for the group as a whole. It is a first line of defense when it comes to the group's having a safe place to be. Some practitioners prefer to call it a "no-discount" contract rather than a "Full Value Contract".

Full Valuing is a handy way to discuss the social contract. In order for us to get the most-the full value-out of this experience, we need to come to some agreements. In order for us to honor our contracts, we must support one another. If we don't support one another, we are discounting each other. Basically, this contract is a statement, written or oral, made by each group member concerning what s/he is willing to do during the group experience or outside the group experience.

The contract that underscores the need not to discount anyone else must be enforced. If discounting is allowed to go on, the value of the activity is drained. It becomes only an activity that is controlled by the rules of the street. The Full Value contract allows the leader to say something other than "Stop that! Don't you see that you are hurting him? What's the matter with you?" That's the judgment/lecture cycle that doesn't work with most people. Full Value Contract is a positive approach to limit setting.

GROUP MEETING CONCEPTS

adapted from

THE CHILDREN'S CREATIVE RESPONSE TO CONFLICT PROGRAM Fellowship of Reconciliation
Box 271
Nyack, NY 10960 USA

THE CIRCLE -- As much as possible, we try to meet in a circle. In a circle everyone can see each other; everyone can contribute equally.

VOLUNTARY PARTICIPATION -- For both the counselors and children, it is important for people to choose to participate in the activities. Children who do not want to join the circle can do another activity in the group's proximity, but not to the distraction of the group.

THE RIGHT TO PASS -- Once children have chosen to be part of the activity, they have the right to pass at any time. This right to pass often affirms the shy child who may not feel comfortable participating in the beginning.

EVERYONE HAS SOMETHING POSITIVE TO OFFER -- Every counselor and every camper in a group has some special skill or knowledge that they can share with others in the group. We try to find what those special qualities are and affirm them in the group.

AGENDA SETTING -- We post the agenda, and before each day, go over the agenda and ask the group if that is what they want to do. This is empowering for the group.

EVALUATION -- We evaluate each day (and sometimes each activity), and use the results to help plan the next.

MODELING -- We try to model what we are teaching -- particularly communication skills, affirmation, cooperation, and conflict resolution. Children learn so much by watching what we do.

EXPERIENTIAL LEARNING -- We learn by doing. We practice the skills of communication and conflict resolution.

GROUP MEETING FORMATS

Introductory Meetings

- Welcome Briefing
- Overview of the day's agenda; week; session; summer.
- Introductions/Name Games/Icebreakers/Acquaintance Activities
- Brainstorming Ideas: What can we do at camp?
- Setting Priorities: What do we want to do at camp? The group's priorities should reflect the goals of the individual campers.
- Camp Rules: Boundaries, Activity areas, Off-limits areas—shop; garages; activity areas. Natural hazards on site—hillside; roads; climbing on things; stuff on the ground; vehicles and equipment.
- Group behavior guidelines
- Categorizing: What can we do on our own? What must we schedule with a Specialist? What might we need to invite someone else to participate in?
- Schedule Building: What times must be cleared with a specialist? What activities can we do whenever we want?
- Closing Activity: Each, in turn, tells what they are most looking forward to this session.

Agenda Meetings

Used to conduct group business. May occur at the start of the day, end of the morning, just before lunch (light, grace-like ritual), beginning of the afternoon, end of the day.

- Check group's agenda (schedule).
 - Is it realistic? Are there any holes? Have our priorities changed? Make plans for specific activities.
 - Where do we get the ball? Who gets it? Who will return it? Do we need anything else? What do we need to bring from home? What will we need tomorrow?
- Evaluate
 - How was the morning? The afternoon? The day? What are we looking forward to?
- Closing
- "Affirmation Go Round"-- Name one thing you enjoyed today. Name one thing you appreciated in someone else today.

Brainstorming Meetings

1. **Decide on a topic.** Such as ideas, things we can do, problems to address, solutions to a chosen problem.
2. **Have each member in turn offer an idea about the topic.** Other members should refrain from comment. Opinions and evaluations, put downs, put ups, groans, sighs and shouts of glee in response to suggested ideas should be discouraged. Go round the circle as many times as necessary to gather ideas; until ideas are exhausted or you have a manageable number to work with. (Remember the right to pass, but encourage all to participate) Have one **person record all the ideas on a chart or notebook.**

3. **When the suggesting mode has ended, begin to clarify the ideas that have been contributed.** Use active listening tools to elicit explanations that will help everyone understand the suggestions.

NOTES ON TECHNIQUE:

- Set a time limit for the brainstorming session. Use a timekeeper to remind you, if necessary. You will get more efficient with practice.
- Enforce the concept of offering ideas only when it is your turn. Use a talking stick, stone, or puppet to graphically illustrate whose turn it is to talk. You need not always go round the circle, you might put the stick in the middle and let people pick it up one at a time in random order.
- Any idea is acceptable, even if it seems silly, strange, or similar to a previous idea.
- As a facilitator, do not criticize, question, or even praise others' ideas in the suggestion gathering part. Do not allow others to do so, either-stay objective!
- Say "pass" if you don't have an idea when it is your turn.

Goal-Wish Problem Solving Meeting

1. **Group Brainstorms problems** (not global; small enough to manage)
2. **Group chooses a problem** to address or deal with
3. **"Owner" of the problem describes it** in greater detail and depth
4. **Group brainstorms "goal-wish" solutions.** Facilitator records statements that begin with "I wish" (Not "*You should or could...*")
5. **Owner chooses a preferred solution** and describes difficulties with it. Facilitator records statements that begin with "I like it, but..."
6. **Group brainstorms ways to overcome difficulties** (facilitator records them).
7. **Owner chooses way(s) to overcome difficulties and states how and when (in measurable steps) the solution will be implemented.** Facilitator records statements that begin with "I will...." Or "We will..."

Truly a change-in-head can lead to a change-in-heart!

Five Specific Ways To Show Love

Affirmation is gift giving. It builds self-esteem, and relationship value.

TIME

Spend it; give a little of yours to each camper.

WORDS

Communicate, verbal/nonverbal; notes, notices, birthday and holiday cards.

SERVE

Let them know you are there for them; be a listener/counselor/facilitator/coach.

TOUCH

Appropriate touching is encouraged; beware strike zone; spread your touch around; discourage clingers.

GIFTS

Give them; tokens of caring.

It is easier to behave ourselves into a new way of thinking, than it is to think ourselves into new ways of behaving.

Happy Endings and Saying Goodbye

Seven simple steps to happiness at the end of a session.

Ideally this process should begin the Wednesday before the end of a session. In order to give time to do what you never got to, to allow time for closure, and to ensure your parting does not "sneak up" on the campers. Remember to celebrate at the end, with awards, a party, a ceremony or group sharing time: how about all three!!! Good luck. Remember, if you have even one camper leaving at the end of the session, he/she needs their closure, as does the group. Your group dynamic changes with the substitution of even one child!!

1. Acknowledgment of what we did
2. Acknowledgment of what we didn't do
3. Acknowledgment of growth and accomplishment

4. Acknowledgment of life after camp
5. Acknowledgment of growing up that happened
6. Acknowledgment of sadness
7. Celebrate!!!

THE FACILITATION MODEL FOR STAFF TO ACHIEVE CAMP OUTCOMES

Facilitation helps campers realize what they have learned and think of ways to make behavior changes based on what they learned. It also provides structured opportunities for practicing new behavior choices with feedback and reinforcement from peers and staff. The facilitation model has been used effectively in adventure activities to create powerful, meaningful, behavior-changing learning experiences. The skills used and developed through processing experiences transfer to other aspects of camp. Facilitation can be as simple as intentionally starting and guiding discussions before, during, and after camp activities to help campers discover what has been or can be learned from these activities. Facilitation can also serve as a guide for structuring the entire activity: planning the activity with specific camper needs or camp outcomes in mind, leading the activity, debriefing after the activity, and guiding campers to think about how they might use what they have learned in other situations both during and after camp. Here is a basic outline to help staff implement the facilitation model during activities:

Planning: Intentionally design your activities with camper needs and camp goals and outcomes in mind. Include the “how” (the whole process of the activity, start to finish) as well as the “what” (the specific activities or other program elements) in your planning.

- Base plans on general camper developmental characteristics and needs as well as specific individual needs.
- During the activities, or throughout the session, make changes as you observe changes in camper needs, and think about how it could be set up differently next time.
- Helpful questions to ask during planning might include:
 - How does this activity support the mission and philosophy of our camp?
 - What do we know about this age group and these individual campers that could affect their participation in this activity?
 - What do these campers need to learn and can this activity help them learn it?
 - How can we lead this activity so that it challenges campers to learn and grow in ways that are consistent with their developmental readiness?
 - How does this activity help campers to achieve the camp outcomes?

Participating: Present and lead the activities in a way that helps campers stay focused, refocus, and/or get past obstacles.

- At the beginning of the activity, get campers’ attention with a catchy phrase or introduction leading to questions, statements, and metaphors to direct campers’ attention to the reasons for doing this activity. This helps campers to know what to look for during the activity so that they are more likely to recognize and be able to reflect on what they learned from the experience.
- Observe and listen to campers, perhaps taking mental if not actual notes, during the experience. Use these observations to guide you in asking key questions or making suggestions during the activity that will help campers explore, solve problems, and get past sticking points.

Processing: Use a variety of appropriate processing techniques to help campers reflect on the experience. Processing helps campers recognize and think about what they learned and how they can use it. The “**What?**”; “**So what?**”; “**Now what?**” model is a simple, effective way to help campers with reflection (Gass & Gillis 2000).

- The “**what?**” questions focus campers’ thinking on what happened during the experience. These questions should relate to needs identified during the planning and participating processes.
- Staff members ask the “**so what**” questions so that campers will recognize the lessons learned and be more likely to apply the learning to other situations during and after camp.
- In the “**now what**” part of the process, staff members summarize the shared lessons and encourage campers to use “I” statements to commit to specific behavior changes. Ideally, this will include discussion about transferring these changes to other settings outside of camp. Provide some guided discussion time at the end of the camp day and/or session for campers to reflect on and share what they have learned and how they are doing with their learning goals. **This helps to reinforce the**

learning for campers and helps staff to evaluate whether or not campers are really “getting” the outcomes that you say they are.

Debriefing: What It Is and Why It's Cool!

We all wonder what our campers think about camp activities and experiences. Here are some fun and simple points to keep in mind as you “Check-In” With Your Campers!

Simple Facilitation Model: After an activity ask

- What happened? **FACTS**
- What now? **FEELINGS** (at this moment)
- What next? **FUTURE** (how to handle things differently and use the experience in a new situation)

What do good facilitators do?

- Help set ground rules, and assure everyone understands the purpose of facilitation is to build support, trust, and understanding
- Keep a “safe” environment to share (be clear that we’ll respect each other by not laughing or making someone feel dumb for a comment—if a hurtful comment is made, nip it in the bud, by saying “hey, not now” or “remember our goal to work together”)
- Help people prepare to give feedback by modeling ways to support (eye contact, nodding head, etc.)
- Actively listen and ask questions rather than telling
- Help people own and take responsibility for their share of any problem (“I” statements)
- Encourage people to look toward the future and ways to improve as well as what to do next
- Make sure closure occurs as well as set the stage for next steps
- Recognize when a deeper-than-anticipated issue with a camper occurs, get help from someone else with more skills/practice (head counselor, unit leader, etc.).

What do I do during the activity that will help me debrief and communicate?

- Develop Attending Behavior (that means to pay attention; be physically-emotionally present—stay focused on the participants and what they do/don’t do; reinforce comments without judging—be yourself, so others will be themselves)
- Pay attention to non-verbal cues you send (eye contact, facial expressions, body posture, physical space—don’t hang out and talk with other staff)
- Pay attention to verbal cues you send (silence, brief acknowledgement, paraphrase)

Why Process?

- ✓ Learning through experience is rich in metaphors, symbols, feelings, and typical behavior patterns (known and unknown) that campers may not realize or talk about without formal processing.
- ✓ Help campers become aware of these aspects and transfer them back to every day life.
 - Bring out similarities in “here at camp vs back at home” situations.
 - Highlight their new responses and resulting actions.
 - Help them see opportunities to use this new info.
- ✓ Sometimes they experience so many different feelings, they need help in sorting them.

Final Thoughts

Start small with some simple activity or experience. Come up with a cool name that fits your personality: “circle up”, “touchbase”, “check-in”. Campers love a chance to talk – so guide the conversation and really understand things from their point of view!

Processing Models: Ways to Debrief With Your Campers

Helping campers “get” that what we do and learn at camp applies back home and in the “real world” requires help from you. Shine the spotlight on similarities, differences, effective behaviors, and lessons learned. The following techniques are good options to consider for group discussions with your campers. Remember that each of your camper groups is unique—what works with one group will not necessarily work well with another group. Be flexible and try your own adaptations! If you are unsure or think you might be approaching “deep water” check out your plans with another camp leader . . . a second opinion usually strengthens any plan ☺.

Open Forum:

Circle up the group up and give them an opening statement that you think will trigger perceptions and thoughts from your campers.

Example statement: “I’m interested in hearing what you thought about our hike to 50 Foot today.”

Pros: Easy and quick technique that is familiar to many people; works well when kids are excited about sharing.

Cons: Can be hard to get campers to voluntarily “speak up” and share their ideas (may seem like school).

Questioning:

This technique involves some preplanning. You establish objectives that you would like to achieve in your activity then develop specific questions. Generally you sequence your questions by starting with concrete questions then move into more “insightful” types.

Example simple sequence: “What happened?” “What did you learn?” “How can you use this information (in the future/at home/in other groups, etc.)?”

Pros: Provides specific feedback on preset objectives; allows for depth and probing.

Cons: Involves planning; takes some practice to get comfortable probing responses and moving conversationally through your questions.

Rounds:

This technique involves every member in your group, because they are each asked to respond to a stimulus you provide them. The three most common types of rounds are:

- Designated word/number round: member responds with a single designated word or number on a scale.
- Word or phrase round: members are asked to respond with a word or short phrase.
- Comment rounds: members share with more than a few words as a way to express more depth to their response.

Example of designated word/number round: “I would like for each of you to think about your role today in (activity) and say whether you were a “leader” or “follower.”; “I would like for each of you to tell me on a scale of 1-10 how safe you felt today when we did (activity) with 1 not safe at all and 10 totally safe.”

Example of word or phrase round: “I would like each of you to pick a word/phrase that describes how you feel right now.”

Comment round: “I’d like to hear a short reaction from each of you on how you feel about your experience on the overnight camp-out.”

Pros: Everyone is involved; quick and easy to do yet can provide depth to insight.

Cons: Can sometimes get into a “negative” mindset if members build on less positive aspects.

Object Metaphors:

Sometimes it is difficult to get campers to verbally respond without some kind of prompt. The use of objects allows campers to focus their thinking and is often a less-threatening way to share their ideas. The object can often serve as a way for campers to draw metaphors from their experiences in camp to other life situations. Collect objects (Dollar Store, craft store, random things around camp, etc.) and place in a special bag or box. During processing, each camper selects something from the “toy bag” (examples: a star, mirror, penny, all kinds of small toys, rock, twig) or you can have the campers all use the same object.

Example of object metaphors: Someone chooses the star from the “Toy Bag”. Each camper talks about a time today when they felt like a star. Another option is to let each camper select an object then let them interpret in their own way the relationship between that object and the point of the de-brief.

Pros: Fun for campers; creative; depth and insight to information.

Cons: Need to gather props ahead of time.

Getting Things Started: Questions to Ask Kids About Their Activity/Day

Activity Focus: We often have certain goals in mind when we do activities. The following list will give you some “starter questions” you might use to get your campers talking. Word the questions in a way that is appropriate to the age of your campers and easily understood by them (i.e., put things in their language). As you gain experience, be sure to add your own questions or good questions you’ve learned from other staff!

Cooperating:

- What does cooperation (working together) look like? When today did you think we cooperated? How did you know we cooperated?
- How did it feel to cooperate?
- Today, how did our cooperation make it easier to be successful in getting _____ done?
- What are the rewards of cooperating?
- What can you personally do to produce a cooperative environment at camp? Home? School?
- Name a time today when cooperation could have been better? How could we have done things differently?

Making Group Decisions:

- How did we (the group) make decisions today when we were doing _____?
- Why were you satisfied/unsatisfied with the way decisions were made?
- Did you express an opinion when a choice was available? Why/why not?
- How did the group make decisions? Everyone contributed or only a few?
- What did you like/dislike about the way decisions were made?

Leadership Roles

- Who assumed leadership roles today?
- What were the behaviors you demonstrated today that describe leadership to you?
- How did the group respond to your leadership behaviors?
- When and how did leadership roles change during the day?
- Was it difficult for you to assume a leadership role in this group? Why?
- What are the characteristics/qualities of a good leader?
- What skills do you think you could learn that would help you be an effective leader?

Following Others:

- Do you think you are a good follower? How did you show that?
- Why was being a good follower an important role today?
- What type of leader was the easiest for you to follow?
- What was difficult about being a supportive follower?

Self-Statements:

- Did you criticize or put-down yourself today? What did you say to yourself?
- How do you react when you make a mistake or aren’t perfect?
- What were some ways you were successful today?

Giving/Receiving Feedback:

- What are some examples of when you received “feedback” today? How did it feel?
- What are some examples of when you gave “feedback” to others today?
- How did you express appreciation for another today?
- What are some appreciations you did not express?
- What ways can people tell you something that won’t hurt your feelings?

Trust & Support:

- What do you have to do for people to trust you? What do others have to do for you to trust them?
- How did it feel to trust the group with your safety (physical, emotional)?
- How did people support you today that is similar to home/school? How was it different from home/school?
- How does trusting people affect your relationship with them?

Closure:

- What did you learn about yourself today?
- What did you learn about other people in our group?
- What did you do today that you are proud of?
- How can you use what you learned today in other situations (home/school)?
- What beliefs about yourself were reinforced today? What changed?

Technique Variation:

- Write a question on a popsicle stick, then let them draw one.
- Write questions on a ball – toss it to them, where their hand lands, they answer.
- Have a list of numbered questions and then draw or call out a number.

HOLIDAY HILL POSITIVE DISCIPLINE GUIDE

1. Skillful Discipline: Part I – Prevention
2. Skillful Discipline: Part II - Intervention
3. Listening to Individuals
4. Talking With Campers in Groups
5. The Right Tools for the Job
6. Three Levels of Discipline
7. Affidavit Regarding Counselor Conduct and Camper-Counselor Contact
8. Connecticut Mandated Reporting Regulation

Skillful Discipline Part I: Prevention

Inexperienced staff tend to react to children's misbehavior with simple punishment or lengthy lectures. However, the most skillful discipline approach emphasizes prevention-strategies that reduce the likelihood of misbehavior occurring in the first place. Here are six powerful strategies.

1. Get to know your campers

Campers are most likely to comply when they respect you. Respect, in turn, hinges on your campers' feeling that you really care about them. Begin showing this care by learning their names, hometowns, likes, and dislikes. Campers are especially impressed when you know something about them on opening day, so ask your camp's director to give you a cabin, bunk, or group list to memorize ahead of time. This investment will pay dividends in compliance.

2. Lead close-up

Barking orders, commanding from the sidelines, and otherwise leading from a distance will separate you from your campers and make them less inclined to listen to you. You are in a position of authority, but you need not be authoritarian or bossy. Your campers will resent you if you abuse the power that your position affords.

3. Establish Rules Early

To set a tone of respect and state clear expectations, gather your campers within hours of their arrival. Most camp leaders prefer a combination of explaining the camp's rules (typically called "orientation") and allowing the campers to discuss and establish some rules of their own

4. Put On the Brakes

Children are naturally curious and energetic, but their impulsivity and poor judgment can quickly transform enthusiasm into chaos ... or worse. Plus, it can be easy to begin acting immaturely when you're playing with kids all day. Just remember: You are the adult. It's your job to put on the brakes and regain control when your campers start to lose control.

5. Supervise Actively

Some camp leaders confuse being "on duty" with snoozing or simply being in the vicinity of campers, but when you're on duty, you need to be active. Walk around, talk with campers, and see what everyone is up to. Actively supervising, rather than passively existing at camp will prevent misbehavior and camper-to-camper abuse.

6. Use Effective Praise

It's easy to notice bad behavior but "catching kids being good" is a skill you may need to cultivate. When children arrive at camp, they'll be looking for boundaries. They won't ask aloud, but they will be thinking: What are the rules here? What can I get away with? How are things here different from home or school? How will my counselor or cabin leader treat me differently than my parents? Naturally, some things will be different; some will be the same. But when children listen, **follow directions**, and behave unselfishly, you should **offer** praise that is **positive** (not sarcastic), **immediate** (not delayed for days), **specific** (not vague), and **true** (not exaggerated). Genuine praise, used strategically, helps reinforce and shape good behavior.

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Skillful Discipline Part II: Intervention

The six prevention strategies summarized in Part I of this handout will go a long way toward preventing misbehavior in the first place. But there will still be some misbehavior that you'll need to deal with at camp. Here are six strategies that are particularly useful with children.

1. Time Outs

Asking campers to sit and think about how they've behaved is not just a technique to use with young children. If done well, time outs work with older children and teens, too. Of course, your tone with teens will be different, but the objective is the same: To reflect on how your behavior affects yourself and others. When giving a time out, keep your own voice calm and ask the camper to sit quietly for five minutes. At the end of five minutes, discuss the behavior that led to the time out, its effect (including on others), and the positive, alternate behavior.

2. Requests + Rationales

Sometimes, children misbehave out of ignorance, not malice. Calmly stating your request, such as "Please ask me before you take my tennis racquet" is even more effective when you tag on a rationale, such as "I just like to keep track of my stuff." Giving campers the reason for rules provides an added incentive for them to comply next time.

3. State Desired Behavior + Consequence

This technique combines a calm, clear statement of the positive alternate behavior ("Instead of hitting someone you're angry with, use your words or come find a staff member.") with a pending punishment ("If you hit someone again, you'll be sent home.") Avoid the common pitfalls of anger and hyperbole. Screaming at a child or threatening a consequence you would or could never enforce is folly. And remember, it is never OK to withhold food or mail as a punishment; it is never OK to use physical discipline; and it is never OK to use profanity.

4. Logical Consequences

Whenever possible, impose a consequence (i.e., a punishment) for a misbehavior that is logically connected to the misbehavior itself. If you can design something for campers that helps them make amends for what they've done, so much the better. For example, it's logical to have a camper sand off the graffiti he wrote inside a camp building. Taking away candy for movie night might be a popular punishment, but it's less logical for this infraction.

5. Natural Consequences

When there are no safety or health concerns, it is sometimes appropriate to let natural consequences take their course. For example, if a camper forgets to hang up a wet bathing suit or wet life preserver, let it stay wet on the ground. Putting on a cold, wet suit or PFD may help this camper remember to hang it up next time.

6. One-on-One Conversations

Sitting and talking with your campers allows you both to share your perspectives and brainstorm about possible solutions. Stay calm, listen carefully, and make a specific plan. Finish by asking the camper, "What can I do to help you be successful with this plan?"



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The "Listening Line-Up"

A Truth About Listening: "Children learn best when they listen, they listen best when they feel heard"

- 1) Find a **private place**. *Take children aside in a tactful way.*
- 2) **Be interested**. Many listening problems vanish when we have an *open* and *interested* attitude.
- 3) **Get rid of distractions**, like noise or objects in your hand. Distractions dilute our *ability to be present*.
- 4) **Use body language**. Be alert, make eye contact, lean forward or put yourself on the same level physically with younger children.
- 5) **Stop talking**. The more we talk, the less listening we do.
- 6) **Listen to understand**, not just for the sake of it.
- 7) **Acknowledge how children feel**: *non-verbally* with nods, smiles, etc.; or with *simple statements*.
Examples: "You sound pretty angry, Sally."
"Tommy, you sound hurt that you were left out."
"What makes you so angry?"
"It sounds to me like you might be a little jealous."
- 8) **Validate feelings**. Let youngsters know it's not wrong, but even normal to feel the way they do. Validating feelings simply means that *what* we feel is okay. What we *do* with feelings is another matter.
Examples: "You know, a lot of kids feel a little, homesick at first."
"I don't blame you for feeling angry."
"I'd be hurt, too! But now let's see how to help you figure out what to do about it."
- 9) **Ask**. Many children are not used to being listened to. **Reassure** them of your interest. Invite them to share. Be careful not to ask questions that are put downs or embarrassments.
Examples: "You look upset, Joey. Can you tell me what happened?"
"You look like you think no one believes you. Can I help?"
- 10) **Keep focused**. If children have trouble staying on track, help them out. Say, "Let's go back to what you were saying before. . ." or, "What you're saying now isn't what got you upset before."
- 11) **Invite reflection**. Children often have ideas about what might help them. Encourage them to give you *their* ideas.
Examples: "Do you have any ideas that might help?"
"What do you think we can do to figure this out together?"
- 12) **Share your own experience**, but keep it simple!
Examples: "You know; I was homesick the first time I came to camp, too!"
"Something like this happened to me once."
- 13) **Give credit** to children when they are able to *share, trust; be honest or be open*. They also need credit when they own their mistakes or their part of a problem.
Examples: "I know this is hard, but you're doing great!"
"It takes guts to be honest like you are."
"I'm very impressed with how much you are able to trust me."

Remember, most children want to be heard!

Guard against jumping to conclusions instead of listening. Being critical or moralizing usually shuts children down, not opens them up. © by Bob Ditter, LCSW. All rights reserved

Talking with Campers in Groups

Setting Up:

1. Have campers sit in a circle, preferably indoors, not on bunks. The idea is for everyone to see and easily hear everyone else while being in their own space.
2. Establish ground rules and keep them! They are as follows:
 - a. one person speaks at a time (with younger children, use an object which they must be holding in order to speak).
 - b. everyone speaks for him or herself
 - c. no put downs or killer statements
 - d. everyone agrees to work at solving problems
 - e. what gets shared stays within the group
3. Establish a time' limit and agrde to meet again if necessary. Remind the children often about how much time remains.

Getting Started:

After getting people settled, laying down ground rules and setting a time limit, you will need an introductory statement- something to get the group started and provide a theme for the talk.

Possibilities:

- "We've been living together for a week; now, so I thought we should talk about how we are all getting along."
- "There has been a lot of fighting in our group and we need to talk about how we can all get along better."
- "We have some new members in our group, so I thought we should spend some time getting acquainted."

Stages:

Stage One--Telling stories

Everyone will want their say, often with a lot of emotion. Let this play out for *only* about one-third of the allotted time before moving into Stage Two. Counselor focus: *keep-the ground rules!* You must be tough about it or it will get out of hand!

Stage Two--Naming the Theme

This is a crucial transition where the facilitator must help the group put some shape to what is being talked about. Often it is about fighting. I often say, "You guys need to learn how to fight *better!*" Most kids will think they are already fighting too much, whereupon I stress the word *better*.

Stage Three--Moving to Solution

Often this is the toughest part, because children want to keep telling stories (their way of getting even, *etc.*) This takes skill, patience and perseverance. Often children need to learn how to apologize (own their part), end their fights, make up, invite others into their play, share or some other specific skill.

Stage Four--Follow-up

Sometimes a group makes an agreement, like a contract, or decides to meet again or agrees to do some activity together to solidify the group.

Get the Right Tool For The Job

Once camp is underway, I have noticed a sense of urgency develop among some counselors. As campers begin showing signs of homesickness or rebellion, counselors panic. This is the time for to begin learning and using more specific-tools to help better manage campers. This chapter is devoted to an array of such tools.

THREE COMMON MISTAKES

Before implementing these tools, it is useful to make a few observations about staff. Most people who work with children tend to make three mistakes over and over.

I. The first is that we often tell children what we **do not** want them to do rather than giving them a clear indication, or picture, of what it is we **do** want them to do. Stating our expectations in the negative (e.g. "Don't run!" "No hitting!" "Don't take things that don't belong "to you!") has three undesirable effects as follows:

- in a child's mind it implies that we assume they are guilty before they have had a chance to show us otherwise, almost as if we expect them to misbehave, which erodes the trust level between us;
- it suggests the very behavior we want to avoid by naming it out loud, thus creating the mental image of it; and
- we fail to give a clear, positive picture of what the desirable behavior would look like.

Stating things in the **positive, not negative**, is one helpful practice to develop working with children.

II. The second mistake most people make with children is over focusing on *what* they say to the point where we miss their affect or emotion. Non-verbal cues--the tone of voice, facial expressions and so on--are powerful communicators. We miss a tremendous amount of valuable information when we overlook signs of emotions in children, which has two undesirable effects, as follows:

- we may misinterpret a statement or behavior because we are not "reading" the child correctly;
- we miss the opportunity to make children aware of their own affect, which is a basic ability in developing emotional intelligence.

III. The third mistake, people make with children is getting into a power struggle with them. In his insightful book, *It's Not Fair!* (Farrar, Straus & Giroux, 1995), Anthony Wolf describes how children have a grown up, coping, reasonable side, and a tantrum throwing, regressed, "baby-self" which just loves to snare or hook adults into a power struggle. When children regress, it feeds their sense of power to get an adult over-reacting and drawn into a battle. Better, says Wolf, to switch into our "business-like, firm, but detached" parenting or counseling mode and not escalate.

To understand this point more visually and forcefully with staff, use a piece of rope or line in a simple demonstration. Have a counselor role play asking you, (acting as a camper), to help cleaning up after an activity. When you are asked to help clean up, refuse, saying something provocative that a child might say, like, "My parents don't pay for me to clean up!" Then throw the rope.

Most counselors make the mistake by unconsciously picking up the rope--meaning they begin to escalate with the child, growing angrier, more threatened and therefore more threatening; all to little avail! (The child, meanwhile, is getting a secret rush out of being

able to command all of this power.) Using the rope as a visual prop will help counselors remember to "drop the rope!"

Three Levels Of Discipline

The only way I know of to win a "tug-of-war" with a child who is angling for a battle is to drop the rope. What this means in child behavior management terms is moving into a less inflammatory, more business-like, matter-of-fact way of inter-acting with the child. The next section, Strategies That Work With Children, lists a variety of alternatives that can be used successfully with rebellious or resistant children. The strategies on these three pages are listed in a kind of hierarchical order which I call "Response Levels One, Two, Three And Four." The concept behind this order is to try and use the least intrusive method of response before moving to a more powerful or forceful one. (It is akin to taking aspirin instead of a hypodermic injection--unless, of course, that is what the malady calls for!)

Counselors will need help: 1) familiarizing themselves with the various options; 2) practicing or role playing them; and 3) knowing which level of response to begin with.

Two **Level One** responses I would like to highlight are **giving choices** and **state your expectation and detach**.

Children today are used to having choices and lots of them. Using choices as a strategy, however, offers children a sense of power and a face-saving way to comply. The keys to using choices effectively are:

- make the choices real and reasonable
- offer them in a genuine way
- be clear about what is not a choice
- stick to the choices you offer
- help the child make a "good choice"

If giving choices does not work, a level two response may be required, such as a time out, giving a consequence for failure or talking with a child in greater depth;; determine if some other undetected problem may be playing itself out through child's misbehavior.

The **Second Level** of response I would like to highlight is "**state your expectation and detach**." This response is not effective with younger or more impulsive children. However, with a large percentage of children, ages 10 to 15, this technique is very effective. Simply follow the three-point procedure:

- state what you expect clearly, firmly, yet in a calm manner
- avoid becoming embroiled in any arguments, protests or threats
- re-state what you expect and leave the young teen to stew in his or her juice.

Younger, less experienced staff who command little respect will not be able to use this response, since they don't carry a sense of authority. However, counselors who are fair, concerned, and respect campers can have a lot of success using this method.

The following three pages are a compilation of the three levels of discipline and the responses at each corresponding level.

Strategies That Work With Children

GENERAL TIPS

Catch children in the act of doing things "right!"

When to Use: Whenever the opportunity presents itself!

Age Group: With younger and middle divisions; when using with Teens, take care not to embarrass in front of peers or make them feel small.

Use Touch

When to Use: With distracted, younger or preoccupied campers. Shoulder/upper back.

Age Group: .All, discretely, as long as the camper doesn't object.

Kneel Down

When to Use: To make a special point or "get through"

Age Group: Younger Division.

RESPONSE LEVEL ONE

Give Choices --(especially choices within limits)

When to Use: Camper not doing what's expected/camper resisting chore, etc.

Age Group: All, depending on the choices given Example: "You can make your bed alone, or I can help you"

"This for That"-- (offering a positive consequence/making a challenge)

When to Use: Camper not doing what's expected/camper resisting chore, etc.

Age Group: usually younger division/middle division camp

Examples: "If you can help me out..." "I'll help you with your clean-up."

"If you help Doreen sweep... "...we can make popcorn."

"If you can clean up in three minutes..." "...we can play ball later."

Reassure

When to Use: Campers reluctant to pitch in/are uncertain of their performance

Age Group: All, depending on delivery

Example: "I'll bet you can make your bed up just great!"

Smoothing

When to Use: Campers uncooperative/stalling and there is little time for a more involved response.

Age Group: younger division/middle division/Teens when they are in regressed mode

Example: "Look, I know we are all tired, but let's get through this last five minutes and we can rest!"

Redirect--(substitute acceptable choice for unacceptable choice)

When to Use: Campers doing something they shouldn't.

Age Group: All, depending on delivery

Example: "No, you can't race around in here, but you can help me build a tent."

Give a child a special job or task, especially as a helper [allows kids to be "experts," which increases self-esteem and cooperation]

When to Use: Camper isolating, challenging counselor authority

Age Group: Depending on the "job," all age groups

State Your Expectation & Detach -- [or the Limit or the Rule]:

When to Use: Camper resisting rule or threatening not to comply

Age Group: Especially effective with Teens

1) State the expectation; 2) stay out of any arguments; 3) restate expectation 4) disengage

Use warnings about time outs

When to Use: Camper misbehaving/testing limits

Age Group: younger division/middle division

Example: "Are you telling me you need a time out?"

Friendly Challenge

When to Use: Getting camper cooperation

Age Group: younger division/middle division/possibly with Teens

Example: "I'll bet you can't get your teeth brushed and be totally ready for bed in five minutes!"

RESPONSE LEVEL TWO

Catch children in the act of doing things "right"

When to Use: Whenever you can!

Age Group: All, but do it discretely with Teens.

Example: DLP approach—Describe it; Label it; Praise it!

"You picked up that litter without being asked"

"That's being a good citizen of the camp and the earth."

"You're awesome!"

Take camper aside and listen/talk

(Beware of jumping to conclusions)

When to Use: When a camper is having trouble cooperating. When resistant behavior persists.

Age Group: ALL (Remember younger kids have a shorter attention span).

Allow consequences for failure:

When to Use: Campers are testing limits and the limits are not safety related.

Age Group: ALL

Example: "No, we can't have popcorn today, because you didn't get cleaned up on time. But let's try again tomorrow!"

Have a chat with the entire group

When to Use: When campers as a group are having trouble cooperating/getting along. When resistant behavior on the part of the group persists.

Age Group: ALL (Remember younger kids have a shorter attention span).

Some pointers:

--do a survey: "How many kids have noticed?"

--generalize: "Sometimes, when there is a new member..." "Sometimes, when we are coming up to the end of a session..."

--ask for suggestions from the group: "Does anyone have an idea about how we might...?"

--challenge: "I am challenging the group to see if you can clean' up in' two minutes...."

Use a special activity to pull kids together

When to Use: When campers are not getting along or bunk spirit is low.

Age Group: All.

Example: Have a Halloween Party or Paint a Group Mural or Make a huge kite and fly it!

Ask a friend of a child about how to get through to him/her

When to Use: When you are not getting through to a specific camper AND you have a good rapport with the group

Age Group: ALL

Example: "Hey, John, what can you tell me about David? I like him and would like to know what I could do to help him be happier in the group. You're friends with him--any ideas?"

Use time outs/cool off periods/etc.

When to Use: When a camper or Group is misbehaving, especially if too silly, angry, etc.

Age Group: ALL, though it takes more authority with Teens.

Some pointers:

a] be clear about what brought about the time out

b] be clear about the behavior you are looking for (stated positively)

c] give credit for a time out completed satisfactorily

d] have the child (or group) restate the desired behavior e] give a "vote of confidence"

"Secret Signal" -- (using a sign or "code" to prompt or reward kids)

When to Use: When a child is having trouble with self-control or needs special reassurance.

Age Group: younger division/middle division/Some Teens.

Example: Use a wink of an eye or thumbs up as reminder, etc

RESPONSE LEVEL THREE

Contract with children

When to Use: When other attempts have failed.

Usually with children who are taking most of a Group Leader or Head Counselor's time.

Age Group: ALL

Guidelines for Contracting with Campers:

- keep it simple-identify at most three behaviors to be changed or targeted
- have the child participate-what do they need or want (for example, someone to talk with?)
- state expected behavior in positive terms
- have consequences written into the contract
- have rewards, payoffs, relief, time frames written into the contract
- have all parties sign it

Have the child call his/her-parent...

...to tell them what he/she has been doing-then, contract from this position. When to Use: With any camper who can not keep limits and who defies authority, after consulting with a HC

Age Group: middle division/upper

Note: For younger division camp, you can make the call or have them get on once you have made the call.

Take camper to a Head Counselor or Camp Director

When to Use: Before any other level three response, and when children defy authority on a continual basis

Age Group: ALL

RESPONSE LEVEL FOUR

Camper goes home.

Orchestrated by a Head Counselor or Camp Director after careful consideration of circumstances.

Affidavit Regarding Counselor Conduct and Camper-Counselor Contact

Name _____ Holiday Hill Camp Season: _____

Guidelines for the discipline of Children:

I understand and accept, the following:

- 1] Counselors may, under no circumstances, hit a child.
- 2] Counselors may not use abusive or derogatory language with campers.
- 3] Counselors need to ask for help. .
- 4] A staff member who encounters a particularly difficult child will seek the assistance of supervisory or administrative staff.
- 5] In all dealings with campers, counselors should strive to **respond** as opposed to **react** to children.

Guidelines for Camper-Counselor Contact:

I understand and accept that when touching campers, the following guidelines should be followed:

- on the hand, shoulder or upper back;
- never against a child's will [unless in the case of clear and present danger of the child];
- never against a child's discomfort, whether expressed verbally or non-verbally;
- in the company of other adults;
- never when it would have the effect of over-stimulating a child;
- never in a place on a child's body that is normally covered by a bathing suit, unless for a clear medical necessity, and then *only with supervision by another adult*.

Counselor Responsibility:

I understand and accept that I am a care-taker of children.

I understand that there is a clear power difference between myself and campers. (money, mobility, authority, experience, knowledge, different set of rules)

I understand that inappropriate sexual contact with or physical abuse of a camper can have severe emotional and psychological effects on that camper that can last a lifetime. These reactions can be so severe, they can require intensive professional intervention which can be disruptive to the victim's life as well as time consuming and expensive.

State Laws Pertaining to Child Abuse

I am aware of the following:

- definition of "mandated reporter"
- purpose of law
- clarification that a report is based on suspicion of abuse, not proven abuse
- summary of procedure [time frame, reporting agency, information requested]
- penalty for not reporting

Guidelines for Staff

I understand and accept the following:

- there is no "hazing" of campers by campers or counselors;
- campers will not be subjected to "initiation" ;rites that are abusive in any manner;
- there will be double coverage of campers by adults during changing times;
- younger children should be encouraged to change their own clothes as much as possible;
- campers will not be alone with a counselor in his or her quarters;
- a staff member will under no circumstance share a bed or sleeping bag with a camper;
- counselors will set limits with children who "cling" or, hang on them;
- counselors will not give back rubs unless another adult is present, and then only with clothes on;
- tickling or teasing a camper to the point where that camper is out of control is unacceptable;
- pillow fights or wrestling matches and the like can become over-stimulating in short order and need to be limited and carefully supervised;
- overnights need a minimum of two adult leaders. There needs to be at least one counselor present of the same gender as the campers;
- counselors sleeping together on overnights is grounds for dismissal;
- romantic lives of counselors can, under no circumstance; be shared with campers;
- counselors should stay out of cabins after lights out at night unless on specific camp business;
- male staff working with adolescent females need to be aware of the tendency for this group to develop hidden or secret romantic fantasies;
- *whatever is done with campers should be done in broad daylight, with company!*

Other Instructions:

I agree to the following:

- to watch for signs of stress in myself and others as a way of maintaining a safe environment at camp.
- to help other staff who seem at risk for hurting or abusing campers.
- to alert senior or supervisory personnel to dangerous or "at-risk" situations between campers and staff.
- to ask for more supervision, intervention or support.
- to seek help myself if I feel at risk for hurting, overstimulating or abusing a camper.

By signing this document I am attesting, under penalty of perjury, to the fact that I have read over, understand and accept the rules, guidelines and standards of conduct outlined in this document.

(signed)

(witness)

(date)

(printed name) _____ (printed
name) _____

PLAN TO CONTROL IMPACT ON THE ENVIRONMENT

All camp activities will be conducted with respect for the natural environment of the campsite and accessible government owned land. Counselors will instruct campers on the first day of each session on their responsibilities in regard to the following environmental concerns:

- Litter - Litter is to be deposited in appropriate receptacles. No litter is to be left behind on hikes taken through the government property bordering the camp or the town property nearby.
- Ground Wear - All forest travel in the camp or accessible areas shall take place on established paths.
- Damage To Plant Life - Trees and plants shall not be stripped, hacked, hung on or otherwise injured by campers or staff on the site or accessible areas.
- No trees off the camp site will be cut down. Permission for felling trees on the site may be obtained from the director and supervised by qualified staff in accordance with the forestry practices prescribed by the State Department of Environmental Protection and the Comprehensive Site Development Plan.

Wildlife Management - Homes of wildlife residing on camp land or accessible areas will not be disturbed.

Forest Management and Development - The ongoing plan to develop our forested areas through selective cutting and planting of trees, brush clearing and trail building shall take place throughout the year and be accomplished under the supervision of the director.

Recycling

Make sure that campers are aware of the location of all recycling areas.

Items that are recyclable:

- Mixed paper & Newspaper-this includes: newspaper, magazines, catalogs, junk mail, brown paper bags, school paper and paperback books.
- Cardboard, corrugated cardboard, unwaxed cardboard (i.e., cereal boxes, cracker boxes, paper towel rolls, and so on..)
- Glass & Metal, Food & Beverage Containers, HDPE (2) Plastic, PETE (1) Plastic * Be sure to look on the bottom of plastic containers for these numbers.
- Compost Kitchen Waste, vegetable scraps, egg and nut shells, feathers, weeds, stalks, stems, leaves, bark, wood ashes and grass clippings.

SHORT TRIP PROCEDURES

The following guidelines apply when campers go to "public" sites like parks, or participate in events where other non-campers are present.

PRE-TRIP BRIEFING

Explain the plan to all (campers and staff) to address potential emergencies or situations, such as, illness, extra bathroom trips, being approached by strangers, or meeting someone the camper knows. Campers should tell a staff member right away. Instruct campers to tell staff before going to the bathroom and to check back in when they return.

SUPERVISION OF CAMPERS

- Staff are 100% responsible for camper safety: troubleshoot scenarios to avoid dangerous situations before they arise.
- Assign a certain number of campers to one counselor for the day (appropriate ratio, makes attendance easier during the day).
- Use the buddy system and teach campers "why" it is used. (To watch out for each other.)
- Take a head count every 15-30 minutes, before and after moving from one area to another, or more often if the activity or situation involves crowds, "attractive nuisances," or other distractions.
- Staff must always be able to see every camper in their ratio group every moment of the trip, no exceptions. A first aid certified staff member must be easily accessible - within voice distance.
- Keep belongings with the group OR have someone stay with them. Do not invite others to join the group without the knowledge and consent of a staff member. Report uninvited guests or suspicious circumstances to staff immediately.
- Define the area in which campers are to stay unless specific permission is obtained from their assigned staff member. If leaving the boundary area, they must go with a buddy.
- When in a stationary area, like at the park, staff should spread out within the group, remaining visible, accessible, and attentive to the needs of the campers.
- Counselors accompany kids into the bathrooms. Temporarily assign your group to another counselor while you are gone.

SEPARATION FROM THE GROUP

- Notify the authority office of location that separated campers will come to the office. Let the kids know where the office is, and that they go there if lost.
- In a park or area without office, pick a central "lost spot". Have the campers report to that area if separated, and have counselors periodically check said place.
- Remind campers: Never talk to strangers!!

WHEN WALKING

- Walk in pairs on the right, to allow others to pass comfortably.
- A staff member should lead and another should follow, in most instances.
- Suit the pace to the slowest person. Keep the group together.

CROSSING STREETS

- Cross streets as a total group at designated crossings only.
- Obey traffic signals. Count heads before crossing and at regular intervals
- Always cross major roads at a crosswalk and/or traffic light. One counselor stands at the departure site, one at the destination. Remaining counselors line either side of the crosswalk while campers file through.
- When walking along the street, counselors walk between kids and traffic.

EMERGENCY PROCEDURES

- Always call Holiday Hill first, unless in the opinion of the group leader EMS should be notified immediately; then, call to Holiday Hill.
- All health records and permission to treat forms will be kept at camp and forwarded as needed to other healthcare professionals.
- Parents/guardians are to be called from the Holiday Hill office only, and by Holiday Hill administration. Under no circumstances are general counselors to make the initial informative call to parents/guardians.
- Only Holiday Hill administration makes comments to the media. Staff simply say, "No comment". No exceptions

SHORT TRIP ITINERARY

Camper Group: _____

Date of Trip: _____

Destination: _____ Phone: _____

Time of trip: _____

Mode of Transportation: _____

Departure Time: _____

Travel Time: _____

Arrival Time: _____

Program Time: _____

Departure Time: _____

Arrival Time Back At Camp: _____

Emergency phone locations: _____

Briefing Responsibility (Who says what to orient campers): _____

Designated Meeting Area if lost or separated: _____

Activity Flow: _____

Pre-Trip Check list:

Staff: _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Staff: _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Staff: _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

____ Information slips reviewed by director and sent to parents? Called locations to assure hours of operation? List hours: _____

____ Checked w/ canoeing, rock climbing, Div. Coordinators for vans?

____ Lunches accounted for? Describe: _____

____ Itinerary copy in office?

____ Map of route attached to this slip?

____ Signed out in office before leaving camp?

HOLIDAY HILL DAY CAMP EMERGENCY PROCEDURES

In-Camp Procedures

Procedures to be followed for actual disasters and planned drills in preparation for weather emergencies, natural disasters, fire, etc.

1. Air horn sounded in repeated three-burst pattern. The horn will be carried through the camp on a golf cart or by other means so that all campers and staff hear it. The following procedures will be in effect.

The camp director or alternate director is the disaster coordinator and is responsible for having the air horn sounded, giving out directions, special orders, and organizing the search and rescue procedure for missing, lost, or runaway persons.

2. For All Areas Except The Pool:

- All campers and staff are to report quickly, safely and QUIETLY to their unit area (coop). Specialists should help return any group from their area to the group's home coop and then report to office for Specialists instructions.
- Quiet must be observed in order that any special instructions can be heard.
- Staff will account for all campers and all other staff members. Once all are accounted for, the office is to be notified in the same manner as the regular morning attendance report (A staff runner is sent to the office to report names of absent people by writing their names on an attendance sheet, if all are present, that should be noted as well).

3. For Pool Area:

- The air horn or a WHISTLE IS SOUNDED IN THREE-BURST PATTERN described in step one.
- All campers and staff are to quickly, quietly and safely move out of the pool and pool area onto the grassy area outside the pool fence.
- Campers and staffers should group themselves around their Group Leader or highest ranking Counselor present.

All campers and staff should be accounted for, missing persons to be reported to the office as well as an "all present" report if appropriate. This report will be brought by a pair of runners representing all of the groups at the pool to the camp office.

Clearing the pool in the event of lightning

- After clearing campers from the pool area take a head count.
- Send all campers into the bath house to get their things and put their shoes on...there is no changing at that time.
- Take a head count when your campers have left the bath house.
- Head down to your coops.
- Send campers a few at a time to change in the bathrooms once the weather is more cooperative.

- 4. Evacuation to Mansfield Middle School If Necessary.** This will be accomplished by school bus and camp van
- 5. Search And Rescue** (other side of this page. If Necessary.
- 6. Director or his/her designee will activate EMS if necessary.**

Lost Or Missing Person Procedure

- In the event of a suspected lost, missing or runaway camper, all Group Leaders will account for the presence or absence of the members of their group in accordance with Emergency Procedures.
- The counselor who reports the attendance will remain at the camp office for instructions.
- Specialists will be dispatched to search their program areas and report their findings to the director. Counselors will be dispatched to other areas of the camp to search and report.
- Office personnel will check bus attendance and regular morning attendance for corroborative information
- If the camper remains unaccounted for, the director shall contact community emergency services (911) and parents of the child.

Search List for Lost or Missing Campers

1. Group Leaders will account for the presence or absence of the members of their group in accordance with Emergency Procedures.
2. The counselor who reports the attendance will remain at the camp office for instructions.
3. Specialists will be dispatched to their specialty areas and report findings to office.
4. Counselors will be dispatched to other areas of the camp to search and report.

Search Areas

Aquatics – Pools, filter rooms, bathhouse, picnic area behind bathhouse, overnight cooking fire rings area, back road to log cabin and around log cabin, then nitro crossing-Please be extra aware of bees and ivy

Ropes Crew – High ropes area, balance bridge, old wells, “Vintage staff” tank, spider web, amphitheater, woods behind amphitheater and over to archery

Archery – Archery range, shed, woods behind targets, road up to log cabin then over to spider web, and back down.

Creative Dramatics – plus 2 counselors; Tipi Town, behind mini golf, shuffleboard-horseshoes-bocci area, Hawks coop & barbecue area-pot & pickle sheds

Arts & Crafts – plus 2 counselors; Arts & Crafts, Kindercamp, toilet building, staff parking/dumpster area and behind dumpsters

Nature – plus 1 counselor; the barn, upstairs plus nature, Camp store and CD, under the barn deck, basketball courts, Nature Trail

Sports 1 – plus 2 counselor; around the Duff’s house and front lawn, along Chaffeeville Rd, among the parked counselor cars, next door (Dacia’s yard), Eagles’ tents

Maintenance – plus 2 counselors; the Long coop (YD and Ravens), inside and out, around the back, picnic tables, Maintenance shed, around shed, border to mobile home community

Emergency Evacuation From Mansfield Hollow State Park

- Call 911 with cell phone
- Describe your situation
- Give specific location information: For instance--Canoeing "We are at the sandy launch area right in back of the dam." Or "We are at the public boat launch area where the road goes over the reservoir."

If you are at a remote site, more than 5 minutes from either of these locations instruct the 911 dispatcher to "**Bring the rescue boat.**" Describe your location as clearly as possible.

Communication In The Event Of Emergency

Lines of Communication

A. The highest ranking staff member or his/her designee contacts administrative and health personnel as expeditiously as possible as to the nature of the situation and the need for assistance or advice.

B. The director or his/her designee will contact the appropriate community emergency services (911) informing them of the location, nature of emergency and any other pertinent information.

Procedures for Contacting Parents or Guardians

The director or his/her designee will use the emergency numbers on file in the camp office to contact the parents, guardians or their designees as to the nature of the incident.

Procedures for Dealing With the Media

The director or his/her designee will make all communications with the media. This communication shall be proactive in the case of press releases or reactive in the case of press inquiries.

GENERAL HEALTH AND SAFETY CONCERNS

1. Natural hazards specific to site

- a. Camp Boundaries
- b. Sunshine
- c. Hillsides
- d. Deer Ticks
- e. Trees- climbing
- f. Fenton River
- g. Mansfield Hollow Reservoir
- h. Severe thunderstorms
- i. Raccoons (rabid & otherwise)

2. Man-made Hazards

- a. Chaffeeville Road
- b. Coops- screening, climbing on roofs, entropy
- c. Wells #1 & #2 -open to tampering

- d. Electrical cords- back of Hawks coop

3. Operation of facilities or equipment

- a. Golf Carts; control speed, control number of riders, no riding in backwards
- b. Playscape, Pirate ship, Train, Kindercamp play equipment
- c. Amphitheater- physical behavior control
- d. Tree Swing- Equipment, proper use e. Path to pool
- e. Pickup truck - no riding in back
- f. Intruders, open borders; daytime; nighttime

1. Measures To Reduce, Control, Prevent Natural hazards

- a. Inform campers on First Days of boundaries: Chaffeeville Rd.; Driveway to pool; Stone wall around Overnight Sites; Stonewall by Dudley's Driveway, Archery, Maintenance, Tennis Courts and Parking.
- b. Encourage use of sunscreen through literature to parents, occasional reminders by announcements and Morning News, staff briefing by nurse during orientation. We provide sunscreen upon request. Staff are trained to seek out shade for sedentary activities or activity briefings before participation in an activity in the sun. We encourage the use of hats.
- c. No running sign at top of path. Bus counselors at bus loading.
- d. Staff are given tick information in orientation by nurse.
- e. Camp rules prohibit tree climbing without proper belay or ladder.
- f. Lifeguards required if entering river. First aid kits to groups visiting the area.
- g. Hikes to the area require a guide who knows the way, a first aid kit to accompany, a hike plan filed with office, sign out and sign in procedure and briefing on.
- h. The camp office and nurse tune into the Weather Channel and check AccuWeather.com on days when severe weather is expected. Lightning Detector is activated when severe weather is expected. Nurse monitors and advises.
- i. Inform staff to be on the lookout for animals. Keep coops clean of attractive trash.
- j. Caution campers about food in tents on overnights.

2. Measures To Reduce, Control, Prevent Man-made Hazards

- a. All activities are conducted away from the road.
- b. Street crossing procedures in place: Paddle signs from Nature [LSOW-STOP]; Counselor up Chaffeeville into turn to look for traffic; Counselor down Chaffeeville to look; Do not expect to stop traffic, wait for clear break; signal group to cross together quickly
- c. Counselors are required to report entropic situations to maintenance crew for repair.
- d. Director performs periodic inspections and reports to maintenance.

3. Operation of facilities and/ or equipment

- a. Access to maintenance building and shop areas restricted to staff only,
- b. Use of power tools restricted to maintenance staff only. All tools shall be used with proper safety guards, and protection
- c. Use of golf carts restricted to maintenance, coordinators and directors.
- d. Camp Meeting rules reviewed verbally each session.
- e. Campers not allowed to ride in back of pick-up. Staff may do so on camp grounds when transporting items in truck. Camp speed posted 10 mph.
- f. Visitors are people who have visited the office and are wearing a "VISITOR" pass sticker. People without passes should be considered "intruders" approached politely by any staff person who will introduce themselves and ask if they can be of service to the unidentified person. Staff will direct such persons to the office. If they refuse to visit the office staff will keep such persons under observation and send word to

the office for assistance. Staff will monitor the situation until it its resolved taking no physical action against intruder unless necessary to protect a camper.

ACTIVITY PLANNING SHEET

LEADER: _____ ACTIVITY: _____
LOCATION: _____ DATE: _____

For an activity to run smoothly, all contingencies must be allowed for. You must be prepared and have the answers to many questions. Some are: How will the staff know what they are to do? How will the campers? Is the location and activity a safe one? Who will get the equipment? Is the activity appropriate to the age level? Is everyone involved? Will the activity flow smoothly? These are only a few questions to be answered!

SAFETY REGULATIONS:

Camper to staff ratio:

Safety equipment:

Safety considerations:

For use of equipment,

For use of activity,

Emergency procedures,

EQUIPMENT NEEDED:

STAFF ASSIGNED TO THIS EVENT:

TIME ALLOCATED:

DETAILED DESCRIPTION OF THE ACTIVITY FLOW:

Briefing responsibility,

Spotting responsibility,

ACTIVITY EVALUATION SHEET

LEADER: _____ ACTIVITY: _____
DATE: _____ GROUP: _____
EVALUATOR: _____

1. Did leader initially group the participants?
2. Did leader get groups attention?
3. Did leader introduce himself/herself?
4. Did leader tell group what they would be doing?
5. Were the instructions clear? Sequential? Complete?
6. Was any equipment explained?
7. Were safety considerations reviewed?
8. Were clear physical limits set for the environment?
9. Were rules clearly explained?
10. Was the start of play clear?
11. Did leader participate? Supervise?
12. Did leader continue to run the activity?
13. Did leader act as a judge when problems arose?
14. Did leader have to stop the game at any point?
15. Should leader have stopped the game at any point?
16. Did everyone participate?
17. Did leader use supporting staff?
18. Were instructions to them clear?
19. Did leader prepare for closure?
20. Did leader pull group together for debriefing?
21. Did leader turn them over to the next leader?
22. Was the activity appropriate to the campers' age and skills?

COMMENTS

Positive Feedback

Needs Improvement

GAMES BOOK

Stretches
All Over
Criss Cross
Crow Hop
Fried Egg
Heel and Toe Touch
Heel Clicker
Hop and Spin
Owah-Tafoo-Liam/ Yooah
Olympic Speed Walking Duck Race
Pair Stretch
Row Boat Stretch
Toika Hop

Name Games
Actions
Bippity Boppity Boo
Beat the Feet/Tap the Fist
Blanket Down
Clap a Name
Commonalities/Categories
Concentric Circles
Do you love your neighbor?
George
Group Juggle
Have You Ever
Hello Game
Map
Name Roulette
Name Trade
Name Train
Ta-Da
Wal-Mart Name Game

Group Split

Barn Yard
Categories
Colored Notecards
Compass
Deception
Hog Call
Peanut Butter & Jelly
Western Expansion

Transport Activities and

Fillers

Bang, Bang, Bang
Brain Teasers
Challenge Hike
Fox Tail Golf
Green Glass Door
Group Carry
Hand Tag
Jelly Roll
Long Ball Volley
Mafia
Minute Mysteries
Pencil Roll
Sculptures

Stick Dance
100-Yard Yell
The Story Game
Twenty Questions
Two Truths & a Lie
Who am I?
Zen Counting

Ice Breakers

A What?
Aerobic Tag
Ah-So-Ko/Ah-Saw-You
Alaskan Baseball
Alienation
Anaerobic Tag
Animal Travel (E)
Aruchicha
Auto Trip
Backstabber
Barn Door Tag
Baseball without Feet
Bat and Moth (E)
Beware of Bear (E)
Blob Tag
Broken Spoke
Camouflage (E)
Captain is Coming
Car Relay
Catch the Cane
Caterpillar Shuffle
Chief
Chimp Race
Circle Ball
Clam Free
Clock
Dead Ant Tag
Dragon Tail Tag
Drip Drip Drop
Earth Air Water Fire (E)
Ecological Values Step (E)
Ecosystem Jobs Game (E)
Elbow Tag
Electricity
Elephant Tag
Everybody's It
Evolution
Eye Tag
Finger Tag
Fish Gobbler
Flinch
Flip me the Bird
Food Chain Game (E)
Foxes and Rabbits
Fox and Squirrel
Freeze Tag
Frog Frenzy
Get to Know your Neighbor
Giants-Wizards-Elves
Ha Ha Ha

Hagoo
Hat Story
Hippie Tag
Honey I love you
Hoop Relay
Hospital Tag
Hug Tag
Human Croquet
Hunter Deer (E)
Lemonade
Linda's Ladder
Loose Caboose
Million Year Picnic (E)
Moon Ball
Moose Tracker
Mouse Trap
Observation
Oh Deer (E)
Open/Closed
Owls and Crows (E)
Partner Tag
People to People
Pip, Squeak & Wilbur
Pretty Scary Useful (E)
Progressive Hoop Toss Relay
Quick Frozen Critters (E)
Rainstorm
Reaction
Retail Detail
Rope Ring
Round About
Royal Family
Rutabaga Rutabaga
Sardines
Shipwreck
Shopping Mall Tag
Siamese Soccer
Smaug's Jewels
Sons of Job
Speed Rabbit
Spider Relay
Squatter's Smash
Stinger
Streets & Alleys
Sumo Wrestling
Swami
Toe Tag
Toilet Tag
Triangle Tag
Tug-o-Peace
Tunnel Tag
Ultimate fox
Wagon Wheel Tag
Warrior
Weeble Wobble War
Will you buy my Donkey
Winker
Zoom Schwartz Pifigliano

Initiatives

Acid River (E)
Alaskan Pipeline
All Knotted Up
Amoeba
Balloon Stack
Blind Dodge Ball/ Tank
Blind Polygon
Blindfolded Tag
Build a Tree (E)
Bull Ring
Calculator
Cave In
Chaos Circle
Diminishing Resources (E)
Draw-a-Picture/Perspectives
Duct Tape Adventure
Egg Drop
Electric Fence
Escape from the Planet "What"
Eyes Voice Body
Fire Fighting
Five Point Star
Folded Over
Gems
Goal Train
Group Pile-On
Handcuffs
Helium Stick
Herman's Head
High Hoopdom
Hoopdom
Hoopdom Soccer
Human Knot
Key Punch
Knot it Up
Lap Sit
Laser Pointer Tag
Line Ups
Longest Line
Loose Ends
Machine
Magic Shoes
Minefield
Missing Page
M & M
Monster
Not So Human Knot
Objects Game
One Fish, Two Fish
Paper Portal
Path of Excellence
Ping Pong Bounce
Plane Crash

Popsicle Push-Ups
Prussic Pass
Prui
Punctured Trash Can
Rods & Nuts
Sculpture
Skin the Snake
Shoe Twister
Sounds (E)
Spaghetti Soup
Sticky Situation
Team on a Tarp
Texas Big Foot
The Shelter
Tie One In
Touch my Can
Toxic Waste
Traffic Jam
Twelve Feet off the Ground
Unnatural Trail (E)
Warp Speed
Zhinnger's March
Zoom

Trust Activities
Book Ends
Elbow Lean
Everybody's Up
Human Camera
Levitation
Mouse Traps
Partner Pull Up
Sherpa Walk
Trust Leans
Trust Run
Wind in the Willows
Yurt Circle
Flower Power

Night Games

Bat and Moth (E)
Capture the Flag
Charades
Flashlight Tag
Onion and Flour (E)
Skits in a Bag
Sleeping Miser
Song Wars
Watcher of the Road

Night Activity Discussions

Changes in Surroundings
Fears in a Hat

Human Vision
Nocturnal Animals (E)

Night Hike Sensory Awareness (E)

Calling All Owls
Color Vision
Cricket Forecasting
Disappearing faces
Lights of the Night
Look, Listen, Touch and Smell
Magic Berries
Magic Rocks
Night Vision Adjustment
Peripheral Vision Experiment
Scavenger Hunt
Single File Walk
Solo
Look, Listen, Touch and Smell

Activities with Flashlights (E)

Cricket Hunting
Glowing Eyes
Night Feeder Bait
Underwater Search
Web Building
White Sheet Trick

Debriefing Activities

Body Parts
Car/House Parts
Chiji Cards
Comfort Circle
Community Puzzle
Domino/Onimod
Filled Container
Hub of Involvement
Index Cards
Miniature Metaphors
Nature Object
One to Five
Rope Scale
Shuffle Left, Shuffle Right
Rose, Bud & Thorn
Snapshot
Starburst Expression
Stoplight
Thumbs up, middle, down
Web of Compliments
Word Cards
Vortex

STRETCHES AND WARM-UPS

ALL OVER STRETCH: Start with you hair, forehead, eyebrows, ears, eyes, cheeks, nose, lips, and teeth and move down the entire body.

CRISS-CROSS: Criss-cross your legs and attempt to hop, trying to increase the length of each lateral movement until a limit is reached.

CROW HOP: Hop from side to side, attempting to gradually increase the length of each lateral hop until no more distance can be added. Encourage participants to set their own pace.

FRIED EGG STRETCH: Set up a breakfast scenario of someone cooking and tell the group they are the eggs. Begin by lying on the ground and imitate an egg being fried in a frying pan. Start out slowly and end by flopping all over.

HEEL AND TOE TOUCH: While hopping on two feet, lock your knees together and alternate touching your toes then heels together. This is a very odd exercise to perform and observe.

HEEL CLICKER: A heel clicker is a dance step that involves alternating heel kicks laterally to the left and then to the right.

HOP 'N SPIN: Hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use your arms for balance.

OWAH-TAFOO-LIAM/ YOOAH: Make up movements to each segment of the chant above and make sure you start the chant slow. As you progressively say it faster the group will hear, "Oh what a fool I am!"

OLYMPIC SPEED WALKING DUCK RACE: First, have participants practice their speed walking techniques. Have them really get their arms and hips into the motion. Then have participants waddle, quack, and flap their arms like a duck. Now they need to combine all of these motions as gracefully as possible and have a race with their buddies. As a judge, you are looking for form and a good laugh!

PAIR STRETCH: Pairs stand back to back and lock elbows. Each person takes turns bending at the waist while keeping their arms locked with their partner. It works best with people of similar heights.

ROW BOAT STRETCH: Partners sit facing each other and put the soles of their shoes together. Have them grasp hands and take turns pulling (gently) one another back and forth. Partners may need to bend their knees because of tight muscles, tight psyche or heredity in order to grab hold of the other's hand.

TOIKA HOP: Select two volunteers and stand between them with your arms around their waists, having them do the same. Have all three of you hop together in sequence. Then start kicking together in sets of one, two, or three (your choice) beginning with the left leg, kicking to the right. Sounds confusing but simple enough. A little chorus line right here at Genesee Valley!

NAME GAMES

ACTIONS: Group stands in a circle with one person beginning by saying their name and then doing an action. The group then repeats his/her name and action. The person to their right does the same thing and then the group repeats his/hers and the first persons again, and so on.

BIPPITY BOPPITY BOO: The group stands in a circle with one person in the middle. Person in the middle points to someone and says, "me", "you", "left", "right" or "middle." The person pointed to needs to name that person before the person in the middle says "Bippity Boppity Boo." If the victim gets the name correct, the person in the middle moves onto someone else. If not, the person pointed to steps into the middle.

BEAT THE FEET or TAP THE FIST: Group sits for Beat the feet. Group stands for Tap the fist. One person remains in the center while everyone else is in a circle surrounding him or her. One person starts by saying someone's name. The person in the center then needs to tag the foot or fist of the person who was called. The person's name that was called wants to say a name before being tagged. If the person called says another name before getting tagged, s/he stays on the outside of the circle. If not, s/he goes in the middle.

BLANKET DOWN: Divide the group into two teams and have each team hide behind one of the two sides of the blanket as it is held up like a wall between them. Each team sends up a person to the blanket-wall directly facing

the other team. When the blanket is dropped the first person to say the other's name wins. The loser goes to the other side.

Variation: The people chosen must sit back to back. The respective teams then describe the other person to them without using names or initials.

CLAP A NAME: Group stands or sits in a circle. Members place their left hand palm up, under the right hand of the person to their left. The members go around the circle and say their names. As they do this, they clap the hand of the person to their left. Each time around the circle you say the next person in line's name.

COMMONALITIES/CATEGORIES: Group yourselves by the first letter of your first name. Introduce yourself and have a short conversation about your expectations for the day. Next, group yourselves by the last letter of your first name. Discuss a strength you bring to your work. In either of these commonalities, if you are the only person in the group, move up or down one letter of the alphabet until you find a group that you can join. You may also use any kind of category (favorite color, food, sport, etc.).

CONCENTRIC CIRCLES: The group is divided into 2 smaller groups, one inside circle faces the outside circle (and lines up with a specific person). Each pair is given a quick question or task, and after a few minutes the circles shift and each person has a new partner and a new task or question.

DO YOU LOVE YOUR NEIGHBOR?: Group stands in a circle (each on their own carpet squares) with one person in the middle. The person in the middle asks someone on a square, "Do you love your neighbor?" The person responds: "Yes, I love my neighbors _____ (person to left) and _____ (person to right), but I really love people who _____ (any physical trait, sport, hobby). People with those traits then need to leave their square and find a new one (not the one directly to their right or left). The person left in the middle repeats the same question.

GEORGE: To play this everyone sits in a circle. Everyone goes around the circle and says their name. This allows everyone to learn everyone's name, in case they didn't already. After the names are said, the name stays with that spot/seat. George is "it." He can start with saying a name of one person. "Amy, do you want to leave?" Amy answers, "No." George says, "Then who?" Amy will take over and repeat it with another or the same name. "Scott, do you want to leave?" Scott says, "No." Amy says, "Then who?" It continues until someone messes up. When someone messes up, the person to the right of George gets up and the one who messed up sits in his/her place (the last position) and everyone rotates up to where the person who messed up was sitting. Remember when everyone moves the original names stay with the seats.

GROUP JUGGLE: When the ball is tossed across the circle to someone else, one must say, "Here you go, (name of the person being tossed too)," and the person must reply, "Thank you, (name of the person throwing the ball)." The ball must make it around the circle with everyone getting the ball one time. Variation: You can turn it into an initiative to see if they can do it with no drops and timed or challenge them to see how many things they can juggle all at the same time.

HAND SHAKES: One person stands in the middle of a circle and chooses an action that represents something they like which the rest of the group will use in place of a handshake (example: doing a dance, bowing to your partner, swinging arm in arm, touching toes, etc.). Then the group has 30 seconds to go out and meet as many people as possible using that handshake before returning to their spot in the circle. You can add on as many handshakes as you want, and even make it more challenging by calling out that handshake and the group members must go and find someone that they met using that particular gesture/handshake.

HAVE YOU EVER: Group stands in a large circle with each person on their own carpet square. Facilitator begins in the middle of the circle. Each person in the middle will start by saying his/her name and then the group will: clap twice, slap their legs twice, snap twice and point their index finger at the person in the middle and yell his/her name. At this point, the person in the middle poses a question to the group. "Have you ever _____?" If the question is true for anyone on a carpet square, then they must find a new square that is not the one they are standing on or is not directly to their right or their left. The person left in the middle starts again.

HELLO GAME: This is like duck-duck-goose. When you tap someone on the head you say "Hello." That person stands and the two people introduce themselves. They then go around opposite ways around the circle. When

they pass each other, they must say, "Hello _____, Hello_____." and then race for the open spot. The person who did not reach the spot goes around the circle again.

MAP: Start in a big circle, connected by a palm press. Group has to morph into the shape of their common state, country, or even the world. Once there, drop hands. When your birth month is called you enter the state and stand wherever you reside, work or go to school. Take turns saying your name and the town/state/country it is you are standing in. Return to the edge for other months. Once all have introduced themselves, everyone re-enters and mingles for two minutes to make "geographic connections."

NAME ROULETTE: Divide the group into 2 smaller groups and put them in 2 circles side by side. Place an object that acts as a marker in the center of each circle. Have both circles of participants shuffle left or shuffle right (while facing inward, not looking over their shoulders). When you say stop, the 2 participants who are at the marker have to turn around and name the person behind them. Whoever names the other person first captures that person onto their team.

NAME TRADE: Each person is given a piece of paper to write his or her name on. The group is then asked to think of the answers to three questions: Favorite food, Favorite book, and Favorite place to be. The game begins as everyone mingles and introduces him/herself to someone else and after they are done, they switch names. Everyone continues to mingle and switch until facilitator asks each person in the group to introduce himself or herself as the last person they have become. If they forget the information, have them make something up. It gets funny toward the end.

NAME TRAIN: One person begins in the middle of a circle. That person goes to someone in the circle and says, "Hi, my name is _____. What is your name?" S/he responds with his/her name. The person then does a dance, repeating the person's name. That person then asks, "Do you want to join the name train?" S/he responds with "Sure." The new person stands in front of the original one person, and they connect to form a train. The whistle is blown and they go to visit another individual to repeat the same dialogue. The person joining the train becomes the front of the train, the whistle is blown and they go visit another individual. If continues until everyone is on the train.

TA-DA: 2 people walk up to one another and give a bow and say their names. Then each person does a dance (left, right, front, back, & center hops) while saying:

Ta-Da (front)

Ta-Da (back)

Ta-Da Ta-Da Ta-Da (left, right, center)

Then they lean back, do a wind up, and throw either rock/paper/scissors at their partner. If they lose, they must attach to the back of that person by holding onto their shoulders and finding another person/group to play the same game with. Eventually there will end up being only one line/train of participants.

WAL-MART NAME GAME: Each person thinks of an item they'd like to purchase from Wal-Mart (real or fantastical- we shop at a very special Wal-Mart) that starts with the same letter as his or her name. One person begins by saying his/her name and what he/she would like to purchase. It then moves to the left and that person states his/her name and purchase and repeats the first person's again, and so on, until the last person is introducing the entire circle.

GROUP SPLIT ACTIVITIES

BARN YARD: Players are given an animal to represent by sounds and actions only. The groups of animals must all get together into their respective groups, finding each other using those sounds and actions. Use as many animals as groups needed.

CATEGORIES: The game begins with everyone hanging out in a general loose mass of humanity. Facilitator gives the group different categories to divide into, according to the participant's preference. Keep calling out categories until they happen to end up in the right numbers for grouping.

-Toilet Paper: folded or crumpled

-Left or Right Leg in your pants first

-Vanilla or Chocolate Ice Cream

-Blood Type

- Shoe Size
- Color of underwear on right now
- Cross your arms. Which one is one top?
- Writing letters: print or cursive
- Number of siblings
- Eye Color
- Which eye do you wink with?
- Which foot do you tap to music?
- Month of birth
- Boxers or briefs

COLORED NOTECARDS: Give each person a notecard (separated prior according to how many groups and numbers within each) and tell them they have to switch with other people to get a different colored card as many times as possible. When you tell them to stop, those can be their groups, or you can ask them to do different tasks/initiatives quickly before moving onto the next division (line-ups, etc.).

COMPASS: Have participants split into groups of 4, 5, or 6. Have them assign each person a direction (N, S, E, or W) and then have a middle person that is the needle on the compass. You can add a Northern star if there are 6 people. You'll then have all the North people go together, South people to form another group, and so on.

DECEPTION: Have participants get a partner. Line up pairs in two lines with partners facing each other. Have the partners take two steps back, raise their right hand and wave goodbye to the partner. Each line is now a group.

HOG CALL: Players are blindfolded and each gets a part of a common two-word phrase to call (Peanut-Butter, Almond-Joy, etc.). They will call out their part of the phrase (and nothing else) to find the others in their group.

PEANUT BUTTER & JELLY: Have participants get into pairs and decide who will be peanut butter and who will be jelly. Then all the peanut butters will be in one group and the jelly's in another. You can do this with other things that go together (peas & carrots, apples & oranges, etc.).

WESTERN EXPANSION: This theme allows large groups the chance to practice getting into the various groupings they will need during the course of the workshop. "Wagon Wheel" means the group should stand in a large circle, shoulder to shoulder. "Elbow Room" means the group is in a circle, with enough room between people so that they can stand with their hands on the hips and not quite touch their neighbors. "Urban Sprawl" is an even bigger circle with neighbors touching palms of extended arms. "Free Range" means participants can stand any place where they can rotate right and left with outstretched arms and not hit anyone else. You can also attach a number to any of the commands to indicate how many people you would like in each formation. For example "Wagon Wheel 6" would indicate a group of 6, standing shoulder to shoulder.

TRANSPORT ACTIVITIES/TIME FILLERS

These activities are good to use when you have downtime, such as waiting for turns on elements, killing time waiting for the bus, or when traveling between activities. Take note of which activities require mobility and which require immobility.

BANG, BANG, BANG: The leader pretends to shoot members of the group with a bang. Then the leader asks, "Who did I shoot?" The first person that talks is the one that was shot. Keep playing until they figure it out.

BRAIN TEASERS:

- Q1. What is black and white and read all over?
- Q2. If I dig a hole 3 ft by 2ft deep, how much dirt is in the hole?
- Q3. When does 6 come after seven besides counting and 76, 376, etc.?
- Q4. How far can a deer run into the forest?
- Q5. How can I drop an egg 4 feet without breaking it?
- Q6. How can you make the odd number seven even?
- Q7. Which is heavier: a pound of feathers, gold or nails?
- Q8. What time can you spell the same backwards and forwards?

- Q9. You are a pilot of a small plane that can carry 24 second class passengers and 12 first class passengers for 2000 miles. How old is the pilot?
- Q10. Two fathers and two sons divided \$21 in dollar bills evenly amongst themselves. Each received an equal amount of dollar bills. How could this be?
- Q11. Some months have 30 days, while others have 31 days. How many months have 28 days?
- Q12. A three-rung ladder is located on the side of a boat. The water level rises $\frac{1}{2}$ rung every hour. How long will it take all the rungs to be submerged in the water?
- Q13. Looking at the playground I saw boys and dogs. Counting heads I got 22. Counting legs I got 68. How many boys and dogs are there?
- Q14. The person that makes it doesn't want it. The person that buys it doesn't use it. The person that uses it doesn't know it. What is it?
- Q15. A dying father had three sons. He did not want to divide his property into thirds, so he gave each of his sons \$5 and told them that whoever could fill up the room with something would receive all of his property. The first son bought \$5 worth of straw and covered the floor. The second son bought \$5 worth of bricks and filled half of the room. The youngest son bought two small items and filled the room. What did he buy?
- Q16. Which triangle is larger: one with sides measuring 200, 300, and 400 cm or one with sides measuring 300, 400, and 700 cm?
- Q17. What was the highest mountain in the world before Mt. Everest was discovered?
- Q18. Which candles burn longer: beeswax or tallow?
- Q19. What five-letter word becomes shorter when you add to letters to it?
- Q20. What has four legs and only one foot?
- Q21. What two whole numbers multiplied together make 17?
- Q22. If post is spelled POST and most is spelled MOST, how do you spell the word for what you put in the toaster?
- Q23. What word of five letters contains six when two letters are taken away?
- Q24. What common word is pronounced wrongly by over half of all Yale and Harvard graduates?
- Q25. What gets larger the more you take away?

- A1. A newspaper. It is read and not red.
- A2. There is no dirt in a hole.
- A3. In a dictionary
- A4. Half way and then they are running out.
- A5. Easy. Drop it from 5 feet.
- A6. Remove the 'S' from seven and you get even.
- A7. They are all the same- one pound.
- A8. Noon
- A9. Your age. You are the pilot.
- A10. A grandfather, a father and a son each get \$7.
- A11. All months have 28 days.
- A12. Never. A boat floats on water so the water level on the ladder will always remain the same.
- A13. 10 boys and 12 dogs.
- A14. A coffin
- A15. He bought a candle and a match and filled the room with light.
- A16. The first one. A triangle with sides measuring 300, 400, and 700 has an area of zero.
- A17. Mt. Everest
- A18. No candles burn longer. All candles burn shorter.
- A19. Short
- A20. A bed
- A21. 1 and 17
- A22. TOAST
- A23. Sixes
- A24. Wrongly
- A25. A hole

CHALLENGE HIKE (E): Have each participant, or pairs of participants, choose an index card from your exciting Challenge Hike card selection and find the things that are listed on the cards.
Find a plant shading a second plant while being shaded by a third plant.

How did so many plants get into such small area?

Find objects that are the following shapes: square, circle, triangle, heart, etc.

Find something that is turning into soil. Find as many animals & plants that are helping.

Find two plants growing on another plant, and two plants growing on a non-living thing.

How do they hang on?

Find five different shades of brown.

Find three trees with evidence of animals. What have the animals been doing?

How do you know?

Find a tree the same height as you, a leaf the same size as your hand, and a tree too big for you to reach around.

FOXTAIL GOLF: A foxtail is a tennis ball in a leg of panty hose. One person is the "golfer" with the rest of the group as the "hole." The group holds hands to make a circle, which is the destination of the foxtail. The "golfer" tosses the fox tail and attempts to land it in the circle. The group may move as a circle to help. If his/her toss lands in the circle, a new "golfer" is named and they toss from where the last toss landed. If the toss wasn't good, then the "golfer" gets to toss until it is good, always starting from the same place.

GREEN GLASS DOORS: This is a word game to see what can go through the green glass doors. Any words with double letters can go through. Butter can go through but not margarine. Books can go through but not newspaper. Someone that is loony but not crazy.

GROUP CARRY: All members must be carried, one at a time, from one given location to another. Each carry must be different than all of the others. Spotting is a must and participants should not be lifted over your shoulder height.

HAND TAG: Have your group lay on the ground in a circle on their bellies with their hands in the center of the circle. Hands are placed so that each person takes his/her right hand and places it on the right side of his/her neighbor's left hand, so it appears that it is a match only they are the hands of two different people. One tap continues the taps in the same direction. Two taps reverses the direction. Any hand messes up leaves the circle until the next round (so each person has two chances to mess up before they're completely out for the round).

JELLY ROLL: The ground stands in a circle, holding hands and facing the center of the circle. One point in the circle is broken by the two people dropping hands. The two people on the end start spinning in a circle towards the line, while the rest of the line forms spirals around them. It ends up looking like big jelly roll, hence the clever name. At the end, the group gives itself one big group squeeze.

LONG BALL VOLLEY: The group is given a starting point, end point and a ball or object. Each person in the group can touch the ball ___# of times. When the ball is in someone's hands, s/he cannot move their feet and the ball cannot touch the ground. Everyone needs to touch the ball at some point! If the ball is dropped, the whole group starts over from the beginning.

MAFIA: This game works best with combined groups for larger numbers. The entire group sits in a circle. They are the happy town of Rayville. There have been some suspicious activities going on that makes the townspeople suspect that the mafia is infiltrating their town. The facilitator is the Godfather, and runs the game. The town starts off asleep, meaning that their heads are down and eyes are closed. The Godfather chooses three (or any appropriate number) mafia members by tapping their heads and one Police Commissioner by tapping his/her head. While the town is still asleep, the Godfather asks the mafia to awaken silently so as to know who their fellow mafia members are. The mafia returns to sleep, and the Commissioner wakes up (to make sure s/he understands). Then the entire town wakes up and the first round begins. The townspeople need to decide who they think is in the mafia by asking questions and defending themselves. When the town thinks they know who a member is, they ask the Godfather for a vote. If a majority of the people raises their hand in a vote, that person is "killed," regardless of whether they are mafia or innocent. The Godfather tells the town the identity of the victim, and the town immediately goes to sleep. During the night, the Commissioner awakes and can ask the Godfather whether one person is in the mafia. The Godfather answers the Commissioner with a nod or shake of the head. The Commissioner returns to sleep and the mafia wakes up. The mafia gets to choose one person to kill in the night. Then, the entire town wakes up for round two. It begins with the Godfather announcing who was killed in the night. Then, the town votes and kills someone, and goes to sleep. It continues until either the entire mafia has been killed (town wins) or the entire town has been killed (mafia wins). It is important to note that the mafia and

commissioner don't want to betray their identity. Thus, they will want all nighttime activities to be as silent as possible, and they will want alibis. The Commissioner has inside information from the Godfather, and can choose to either help the townspeople by directing them towards the mafia or help the mafia by directing the townspeople away from the mafia. It is also perfectly possible for the mafia or the town to kill the Commissioner, in which case the game continues without a Commissioner. Also important to mention is that when people die, they no longer get to vote or participate. They can keep their eyes open, but they MAY NOT talk or point or try to help the townspeople or mafia.

MINUTE MYSTERIES:

- Q1. A woman lives on the 38th floor of an apartment. On rainy days (and when someone else is in the elevator) she goes all the way up, but on sunny days she goes half way up and walks the other half. Why?
- Q2. Harry and Freda are lying in a puddle of water surrounded by broken glass and the window is open. How did they die?
- Q3. There was a black dog in a black city with black roads and black buildings. The power went out. There was a woman driving down the road and the dog walked out on the street. The woman stops the car. Why?
- Q4. There is a man sitting against a building reading in a dark city with black roads, etc. The power goes out and the man continues to read. How?
- Q5. A room was built around a woman with four walls, a ceiling and a floor. There were no windows and no doors. All she has in the room is a table and a mirror. How does she get out?
- Q6. There is a man lying beside a rock. He didn't touch the rock and the rock didn't touch him. How did he die?
- Q7. A man is playing ping-pong by himself. His ball goes down into a pipe. He has a straw, a box of Wheaties and a ping-pong paddle with him. How does he get the ball out of the pipe?
- Q8. A man is lying dead at the bottom of a mountain with a straw in his hand. How did he die?
- Q9. A woman is lying dead on a rock with a rip in her pants. How did she die?
- Q10. A man is lying dead in the middle of a forest fire. He is wearing wetsuit, flippers and scuba equipment. How did he die?
- Q11. A woman walks into a bar and orders a drink. The bartender pours her a Pepsi on the rocks and then she takes the gun from under the bar and fires it up into the air. Everyone runs out of the bar in a mad rush except the woman. The woman thanks the bar tender and quietly leaves the bar without drinking her Pepsi. Why?
- Q12. A man rides into town on Tuesday at noon. He stays in town for three days and rides out on Tuesday at two o'clock. How does he do it?
- Q13. A woman was born in 1921, lived for 36 years, and died in 1925. How?
- Q14. A car pulls up to a hotel, and immediately the man knows he's bankrupt. How?
- Q15. Assume that there are approximately 5 billion people on earth. What would you estimate to be the result, if you multiply together the number of fingers on every person's left hand?
- Q16. At the dinner to celebrate the end of the Wimbledon tennis championship, the men's singles winner turned to the man next to him and said, "There's something here which you can see and all the other men can see but which I cannot see." What was it?
- Q17. A woman lays dead in a field next to a piece of string and a cloth. How did she die?
- Q18. Four men sat down to play. They played all night till the break of day. They played for gold and not for fun, with separate scores for everyone. When they came to square accounts they all made quite fair amounts. Can you this paradox explain? If no one lost, how could all gain?
- Q19. A woman entered a city art gallery and did terrible damage to some very valuable Impressionist paintings. Later that day, instead of being arrested, she was thanked by the curator of the gallery for her actions. How come?
- Q20. A man was trapped on an island in the middle of a large and deep lake. He could not swim and had no boat or means of making one. He waited desperately for help, but none came. Eventually, he managed to escape. How?
- Q21. A woman buys coconuts at \$5 a dozen and sells them at \$3 a dozen. As a result of this she becomes a millionaire. How come?
- Q22. A man was born before his father, killed his mother, and married his sister. Yet those that knew him considered him normal. How come?
- Q23. A woman was running along a corridor clutching a piece of paper. she saw the lights flicker. She gave a cry of anguish and walked on dejectedly. Why?
- Q24. A married couple lived on the 8th floor of a building. Every morning, the man woke up, kissed his wife goodbye, rode the elevator down to the 1st floor, and went to work. One morning, the man kissed his wife

goodbye and got on the elevator. The elevator stopped halfway down, and the man knew his wife was dead.
How?

Q25. A mountain climber in the Himalayas took along with her two mountain guides. After a few hours, one of the guides fell into a deep crevasse. The climber and the other guide continued the climb and did not raise the alarm.
Why?

Q26. A man making over \$10 million a year drives a small car, lives in a modest house, and insists he can't afford luxuries. Why not?

Q27. In a room, there is a turned over table, a dead man, and 53 bicycles. Why?

Q28. A man is found dead in a cabin in the woods. How did he die?

Q29. One is three. Three is five. Five is four. Four is infinite. Explain.

Q30. There is one situation in which eleven plus three is two. How?

Q31. You have two wicks of different lengths. They both burn for exactly 60 minutes, but the rate at which they burn is undetermined and fluctuates. Only using the two wicks and a source of fire, you need to time 45 minutes.

Q32. A bell rings. A man dies. Another bell rings. What happened?

Q33. There's a woman found in the middle of a burnt forest. She is unhurt and has a lit match. She did not start the fire. What happened?

Q34. The music stops and a woman dies. Why?

A1. The woman is a midget. On rainy days she uses the umbrella to hit his floor button.

A2. Harry and Freda are fish. The fish bowl was blown over and broke when it hit the floor.

A3. It was daytime. It is a warm sunny day. Therefore it doesn't matter if the city is black.

A4. He is blind. He is reading Braille.

A5. This is a play on words. She looks in the mirror and she sees what she saw, she takes the saw and cuts the table in half: two halves make a hole/whole and she climbs out the hole.

A6. He is Superman; the rock is kryptonite. Superman's powers weaken and he dies when he is near kryptonite.

A7. He pees in the pipe and the ball floats to the top. The other objects are useless.

A8. The two men were in a hot air balloon, the balloon was too heavy and it wouldn't be able to make it over the mountains. They drew straws to see who would jump out of the balloon. The man drew the shortest straw and he jumped out of the balloon to save his friend.

A9. The woman is an astronaut and the rock is the moon. The rip in her pants caused all the oxygen to rush out of her suit and she suffocated.

A10. The man was scuba diving in a lake when a water bomber suddenly picked him up. The man died because he was dropped on the fire.

A11. Because the gunshot cured the woman of her hick-ups, so she had no need for her drink.

A12. The horse's name is Tuesday.

A13. They are house numbers, not years.

A14. It is a game of monopoly. The guy was using the car piece and landed on a property with a hotel and he went bankrupt.

A15. Zero. It only takes one person with no fingers on their left hand for the product to be zero.

A16. Every competitor could see someone who had beaten him or her.

A17. Her kite had snagged across some electricity power lines when it was raining. She had been electrocuted.

A18. They were musicians playing a gig.

A19. The woman was a firefighter. There was a fire at the gallery, and the woman put out the fire, damaging some paintings but saving the others.

A20. Winter came and the lake froze over, and the man walked across.

A21. The woman was a philanthropist who bought coconuts to sell to poor people at prices they could afford. She started out as a billionaire, but lost so much money that she became a millionaire.

A22. He was born in the presence of his father. His mother died at the birth. He became a pastor and married his sister to her husband.

A23. The woman was carrying a stay of execution for a condemned man who was due to die in the electric chair. When she saw the lights flicker, she knew it was too late.

A24. She was on life support. The power went out, stopping the elevator, and killing his wife.

A25. One of the guides was a book.

A26. He works at a mint. He makes a lot of money, but only draws a modest salary.

A27. The bicycles are Bicycle cards. The two men were playing cards; one man cheated, and the other got angry, turned over the table, and shot the other.

A28. He died in a plane crash. He was in the cabin in the plane.

A29. It refers to the number of letters in each number. "One" has three letters, "three" has five, "five" has four, and "four" has four, so it goes on forever.

A30. On a clock. Eleven o'clock plus three hours is two o'clock.

A31. Burn one wick at one end and the other from both ends. When the wick that was lit from both ends is gone, it has been 30 minutes. At that point, light the other wick from the other end as well. It will take 15 minutes for that one to burn, totaling 45 minutes.

A32. It's a blind man swimming. The first bell is a buoy at sea. He thinks it's the sound of a bell on shore, so he swims towards it. He gets tired and drowns. The second bell rings, which is the one he was supposed to follow.

A33. She's downwind of a fire. She's blocked off by a river, so she took a match and lit in front of her, and then put it out and stepped over it. That way, when the fire came, it stopped there because there was nothing to burn.

A34. The woman is performing a blindfolded tightrope act. The music stopping is her cue to step off onto the platform. This time, however, the music stopped early, and she stepped off onto nothing and died.

PENCIL ROLL: All the players lie face down, side by side, spaced about a body's width apart to form a long human breaker. A player kneels at one end of the line of bodies and launches himself onto the surface, belly down with his/her arms outstretched. The wave action now begins. Those at the beginning of the line start rolling over continuously in the same direction. As the surfer moves onto the new players, they roll as well. When the surfer reaches the end of the line he lies down and becomes part of the wave and the person at the head of the line gets to try.

SCULPTURES: Tell the group to 'Go' in the direction you are headed, and when you yell 'Sculptures' or 'Statues' they must freeze in that position until you say 'Go' again. You can point out each time who has remained the most still and statuesque.

STICK DANCE: To start the game, pick up a stick, clear your throat, do a little dance, and sing:

I can do the stick dance
Stick dance, stick dance
I can do the stick dance
Can you?

Point to someone in the group and give them a shot at the dance. The trick to getting the dance right is to clear your throat before you start.

Similar activities:

-Have the group try to draw a face of the man in the moon in the air. You demonstrate by saying, "Ok, you draw a circle, with two dots for the eyes, a dot for the nose, and an arch for a smile," while making the drawing in the air.

The trick is saying, "OK" before you start.

-Hold your hand up. The tips of your fingers are "Johnny." The dips in between your fingers are "Whoops." So, if you trace the outline of your hand, starting at the pinky, you'd be saying, "Johnny whoops Johnny whoops Johnny whoops Johnny whoops." After you trace your hand saying this, cross your arms across your chest. The trick to doing it properly is crossing your arms afterwards.

-Tell the group that the trees are speaking to you, and they speak in forms of numbers. You will perform a series of actions that the trees tell you to perform, and they should see if they can tell what number it represents. Do some silly stuff, like clapping and stamping, and end by saying something along the lines of, "How many was that?" The number it represents is the number of words in the sentence you say after your silly actions. Vary what you say afterwards to keep them on their toes.

-Tell the group that the mountains are speaking to you, and they speak in the form of numbers. Grab some sticks and rocks, and lay them out in random patterns that the mountains tell you. When you've laid them out, rest your hands on the ground, casually using your fingers to hold up a certain number. That is the number that the sculpture represents.

100-YARD YELL: The group is given a destination and asked to get in a straight line. The only time their feet can move is when they are screaming at the top of their lungs (i.e. they have to stop running if they stop for breath). It's a race to the destination.

THE STORY TELLING GAME: Ask the group to get together and have one person leave. The person leaving is told that the group will be making up a story that they will have to figure out by asking yes or no questions once it is okay for them to come back. Once the person has left the group, explain to the group that there really is not a story.

Option 1: When the person asks yes and no questions the group must answer the questions with yes, yes and then no (in that order). After the first three questions, 4, 5 and 6 are answered yes, yes and no and so on.
Option 2: When the person asks yes and no questions that end in consonants the group answers, "No," but if the person asks a question that ends with a vowel or the letters T or S, the group answers, "Yes."

TWENTY QUESTIONS: One person chooses a mystery. The rest of the group has a total of twenty questions, which they may ask to guess what the mystery is. All answers are Yes or No.

TWO TRUTHS AND A LIE: Each person in the group thinks of two truths and one lie about themselves. The members each share their three stories and the group votes on which one is a lie.

WHO AM I?: Each person has an animal, famous character or person's name taped on their back, and they get to ask yes and no questions to figure out who they are.

ZEN COUNTING: Group is challenged to count to 10 (or any given number), one person at a time in random order. No order can be determined, verbally or nonverbally. If two or more people say the same number at the same time, the group must begin again.

ICE BREAKERS

A WHAT?: Facilitator and participants sit in a circle. The facilitator begins by passing an object to a person on either side of them and says, "This is a dog." The person responds with, "A what?" and the facilitator responds with, "A dog." The person then responds with, "Oh, a dog." The object is then passed the same way to the person beside the one whom received the dog from the facilitator. When the individual gets to the "A what?" the dog is passed all the way back to the beginning and asked "A what?" to each of the people until it gets back to the facilitator who responds "A dog." The "A dog" is then passed all the way back to the one who asked and then they say "Oh, a dog." It continues until each object is passed all the way around the entire circle. Objects are continually added after the first one and you can even have them go opposite ways to keep everyone involved as much as possible.

AEROBIC TAG: You can play with a group up to 30 participants in a large open area. You will need boundaries, a stopwatch or secondhand and a medium sized soft object to throw.

Object: For a team (1/2 of the group) to maintain possession of the object for 30, 40, or 60 seconds, depending on the group size, ability, patience level and size of the playing field.

Rules:

1. The facilitator throws the ball randomly into the air at about mid-field and timing begins. A player grabs the ball and by using speed and strategy, attempts to keep the ball away from the clutches of the other team.
2. If a person tags the person in possession from the other team, s/he must stop running and get rid of the ball immediately. If the tagged person holds onto the ball for more than two seconds after being tagged, the other team automatically gets the ball and a free throw.
3. If a member of the same team catches or picks up the thrown ball, time continues for that team. If a member of the other team takes possession of the ball, the facilitator yells SWITCH and begins timing once again from zero for that team. The ball may be caught either in the air or picked up off the ground.
4. When a team had maintained possession for the designated time period, the facilitator counts down the last 5 seconds and shouts SCORE. Play begins again after everybody catches their breath and discusses strategy.
5. If you find you are having difficulty keeping accurate time for the game, remember that this is for fun and the group will be so busy running around that they won't even notice.

* Jerseys will work well * Limit the playing area so it doesn't get too big

AH-SO-KO:

Ah = hand held horizontally with thumb on head (like saluting)

So = arm held horizontally with inside arm on chest (like pledging)

Ko = palms together with finger tips pointing away

Group stands in a tight circle and one person begins. One person starts by saying "Ah" and performing the appropriate action. The order is always Ah-So-Ko. When each syllable is said, the appropriate action must be done to point the action to the next person. Ah passes the action to the person directly next to you. So passes the action two people down from you. The Ah's and the So's can be pointed to either side of you depending on which hand is used. Ko's are pointed at anyone across the circle and then the cycle starts again with Ah. If any mistakes

are made in the gestures or titles or you don't even realize it's your turn, you are out. Once you are out, you become a heckler and can do anything to mess up those still in without touching them.

ALASKAN BASEBALL: Divide the group into two teams. Team one starts the game by throwing the ball somewhere within the boundaries. The team one then gets into a tight group and one person runs circles around them for runs (each lap is one run). As soon as team one throws the ball, team two runs to the ball and forms a single file line and the ball needs to be passed through the line over, under, over, under all the way through the line. When it gets to the end of the line team two yells "STOP" and team one gets as many runs as were counted until that point. The teams then switch roles.

ALIENATION: *Goal:* At the end of the established time, to be on the team with the most number: either the aliens or the humans. The greater population obviously takes over the earth, and even more significantly, WINS! One player is designated as the Ultimate Alien. The UA is given the same number of washers as persons in the group. In order to alienate someone (turn another player into an alien), the UA must deliver a washer to that person without being seen. The criterion for a successful transfer is that the player must find the washer after the transfer is made without knowing where it came from. A proper transfer involves physical contact with the washer by the person finding it.

If players recognize that an alien is trying to alienate them, to protect themselves, all they have to do is point and quietly say, "You're human." At that juncture, the alien returns to human form and either operates as a human until the end of the game or is alienated again.

If a human catches the UA passing a washer, and says, "You're a human," the UA will calmly pretend to become a human, but that condemned alien can never become human and will lie or do whatever is necessary to make the other players believe that he or she has joined in their human condition. The UA then, when appropriate, continues to pass on washers.

ANAEROBIC TAG: See Aerobic Tag

Set up the game according to Aerobic Tag. Game starts by facilitator throwing a ball up somewhere in the field of play. Whoever catches it or picks it up may run until tagged or has thrown the ball to another member of his/her team.

Object: Pass the ball 15 times amongst the team members before it's intercepted.

Rules:

1. Throws may be made to any team member, but not to the same person twice in a row.
2. If a person is tagged, that person must throw the ball to a teammate immediately.
3. If two players grab the ball simultaneously, the facilitator throws the ball up and the count starts back at zero.
4. When a team reaches 15, they score a point. The ball then goes to the other team.
5. If you want the game to last 6 hrs, ask the team members to number themselves sequentially and pass the ball in that order.

ANIMAL TRAVEL (E): Divide group into two teams. Have each team sit down, side by side with legs outstretched, so that the soles of their feet touch the soles of the feet of a member of the other team, to create a ladder of legs. Give each pair the identity of an animal. When the facilitator calls out that animal, the pair must travel **as their animal**, down the line, around behind their team, and back to their original position.

ARUCHICHA: This can be played with one or many groups! The group stands in a circle and follows you, the leader. There is a little tune that goes like this (you may need to ask someone else for those of you who are audio learners): "Aru-chi-cha, Aru-chi-cha, Aru-chi-cha-cha" (this is repeated twice with each movement). Now, for the physical part. In between chants, you, as the leader, yell out "thumbs up!" The whole group responds, "Thumbs up," while physically putting their thumbs up. Everyone sings the little ditty while moving his or her thumbs to the grove. Next you yell out, "Thumbs up, knees together!" The group follows with words and actions. Once again you sing the little ditty and dance a little. It goes on and you can add: "elbows out," "butt out," "head back," and "tongue out." The last one is usually the clincher.

AUTO TRIP: Players sit in a circle and are assigned the names of auto parts (hood, wheel, door, etc). The storyteller tells a story of an auto trip. As the individual tells the story, the parts mentioned get up and follow him/her. When the storyteller yells, "Blowout," each player scrambles for a seat. The one left out becomes the storyteller.

BACK STABBER: Hand out 3 hinged clothespins to each participant. The goal is to get rid of all three of your pins by clipping them onto other people.

Rules:

Clips can only be put on an individual's back above the waist.

No holding onto clothing to slow an individual down to give them your pin.

You cannot rub onto anything or anybody to get rid of your pins.

If you attempt a clip and it falls off in 4.99 seconds it is still yours!

Variation: You can have the group work in teams of threes and they win the game by getting rid of all of their pins together. Only their team members can remove the ones that have been clipped on their back.

BARN DOOR TAG: Group stands in a line shoulder to shoulder and alternates which direction they are facing. There are two people not in the line. One person is a chaser and one is being chased. If the chaser tags the chasee, then the game reverses. Either person may enter the line by pushing someone on the back and taking their spot. When the chaser or chasee does this, they must say, "You're it," or, "You're being chased," and person being pushed assumes the role.

BASEBALL WITHOUT FEET: Two teams are created. The fielding team may not move their feet. The hitting team hits the volleyball with their hand and crawls around the bases. To score a point, the batter must crawl all the way around the bases and back to home before the fielding team gets the ball to the catcher. If the fielding team gets the ball ahead of the batter, s/he is out. After three outs, the teams trade places.

BAT & MOTH (E): Group stands in a circle with three people in the middle. One person is blindfolded (bat) and the other people are sighted (moths). Bats catch their prey using echolocation. They emit sound, which bounces off objects and tells them how far away those objects are. Bats use this like sonar to catch their prey. In this game, bats send out signal by saying, "Bat," and the moth must reply, "Moth." This will let the bat know where to find its prey. The bat may call out "Bat" whenever he/she wishes. When the bat catches a moth, the moth becomes the bat and the bat chooses another moth.

BEWARE OF BEAR (E): Have the group sit in a circle. One person stands outside the circle and taps a person on the shoulder (making them "it") and says, "Beware of the Bear." The "it" person responds with, "What does the bear look like?" The person outside the circle then describes someone in the circle (making them the "bear"). The "bear" must then try to run around the circle to tag "it" before s/he finds safety in the bear's spot.

BLOB TAG: Two people begin by holding hands as the "blob." The "blob" then goes around and tags others. If someone is tagged by the "blob," then s/he becomes part of the "blob." The game continues until everybody is part of the "blob". If the "blob" gets too big, you can break it up into smaller groups. The "blob's" only restriction is that it cannot break hands.

BODY GRAFFITI: Each person is given a piece of paper and it is taped to their backs with their name on the top. Everyone else in the group then walks around and writes positive comments about each person on their back.

BROKEN SPOKE: Whole group arranges themselves like the spokes of a wheel in four lines of 5 or 6 people sitting one behind the other and facing the center of the wheel. One player begins the game by tapping the head of the last person in a line and saying either, "Come with Me," or, "Go Away." If the caller says, "Come with me," the whole broken spoke chases behind the caller. If the caller says, "Go Away," they run the opposite direction, always leaving the inside track for the caller. The last person to be seated becomes the new caller.

CAMOUFLAGE (E): One person is the coyote, and the others are deer. The coyote stands in the middle of the area and counts to 20. Deer hide behind trees, and they must be able to see the coyote from where they are at all times. The coyote opens its eyes, and s/he looks for deer by using his/her eyes and standing in same spot. The coyote must point and give the "deer's" name or color of their T-shirt to indicate they have been found. When the coyote can find no one else and there are still deer out there, coyote must close his/her eyes and deer must move closer ten paces. The coyote then opens his/her eyes and tries to find the rest of the deer. If there are still deer out there then the coyote closes his/her eyes and the deer again take ten steps closer. This goes on until all the deer are found. The last deer left becomes the coyote.

CAPTAIN IS COMING: It's Simon Says with some adventure!

First, you're on a boat, so you need to know some things:

Bow = Front of the Boat Stern = Back of the Boat

Port = Left Starboard = Right

Captain is Coming = Everyone salutes and no one moves until facilitator says, "At Ease."

Swab the Deck = Everyone Mops

Seasick = Heaving over the railing

Jellyfish = 5 people each with one hand in the center of a circle

Life Boat = 3 people sitting on the ground in a single file line rowing

Ballroom Dancing = 2 people dancing on the deck

Disco on the Deck = show off your moves!

Climb the Rigging = Climbing Up

So basically all these commands are yelled out to the crew of the boat.

Everyone remains a crewmember until they mess up or are extra if a set number is needed. When a person messes up, s/he becomes a shark and must circle the boat. Sharks hold their palms together and hold their "fin" above their head and try to look like Jaws.

CAR RELAY: Have the group get into teams of four. First person in each group is a flat tire and hops on one foot. Second person is a broken steering wheel and runs a zigzag. The third person is a rusty transmission and takes three steps forward and two steps backward. Fourth person is stuck in reverse and runs backwards. If you have an uneven number in your group or want larger groups, you can have 5th and 6th persons be a trailer with one person holding onto the other. Have them run a relay to a determined point and back.

CATCH THE CANE: Group stands in a circle. One player stands in the center holding a noodle perpendicular to the ground with one finger. The player in the center lifts their finger off the noodle and calls out a person's name from the circle simultaneously. The person called must run to the center and catch the cane before it's flat on the ground. If the player catches the cane they return to the circle. If the player fails they exchange places with the player in the center.

CATERPILLAR SHUFFLE: Split group into teams with participants sitting in single file lines all facing the same way. Each person (other than the front one) places their legs around the person in front of them with their feet in their lap. Teams need to reach the end point without becoming detached from the rest of their body.

CHIEF: Group sits in a circle. One person leaves the group while they decide who is going to be the chief. When the decision has been made the group begins following the chief, doing whatever s/he is doing: clapping, snapping, making funny faces, etc. The person returns and watches the group to see whom the chief is. When they figure it out, a new person is chosen.

CHIMP RACE (E): It's a relay race with teams who race with their hands clenched around your ankles. They must run to a particular destination, dubbed the Banana Tree, around it, and back. *Variations:* have certain people run backwards or blindfolded, as well.

CIRCLE BALL: Divide participants into teams of about 10 and ask them to make a circle.

1. Each group needs to pass a ball around the circle in any direction 2 times. When this is completed, the group must end with all of their right hands holding the ball up overhead inside the circle.
2. Each person, one at a time, carries or dribbles the ball around the outside of the circle and then passes it to the next person. The team must end sitting down with all feet holding the ball overhead inside the circle.
3. The ball must be passed around the circle using only the feet. If the ball touches the floor or other body parts, it must start where it touched and make a full circle. The team must end by lying prone in a circle with all feet holding the ball in the air.

CLAM FREE: Same as Freeze Tag, except people are "freed" by two players joining hands around the tagged person and yelling "CLAM FREE."

THE CLOCK: All but one player form a circle standing on carpet squares and designate a starting point. As a group, the circle must move to the beginning point while the person outside the circle tries to jump onto the open square.

DEAD ANT TAG: Make boundaries, place carpet squares as "home bases," and designate one or two taggers. If a person gets tagged, s/he must drop to the ground on his/her back with legs and arms in the air. To become free again, 4 people must carry the dead ant (one on each appendage) outside the boundaries, where the dead ant becomes live again. When there are 4 people rescuing a "dead ant," rescuers cannot be tagged.

DRAGON TAIL TAG: Group forms one or more dragons by holding onto the shoulder of the person in front of them. The last person in the line tucks a bandana (tail) into their pocket or belt. The heads of the dragon then try to grab the tail(s) of the other dragon(s). If a tail is taken away from a dragon, they are out of that round. Also if a dragon comes apart, it is out of the game.

DRIP DRIP DROP: This is almost Duck Duck Goose. This is a water game and instead of ducking everyone, you take a sponge and drip a little bit of water on them and say, "Drip." Of course you want to be sure that you leave enough water in the sponge to "Goose" someone by wringing out the sponge on him or her and saying, "Drop." After someone is dropped on, they try to chase the person and tag him or her before they get all the way around the circle and take their spot.

EARTH, AIR, FIRE, WATER (E): Have the group sit in a circle. One person stands in the middle with the ball. S/he tosses it to a person in the circle and says Earth, Air, Fire, or Water. The person must respond with an animal name based on:

Earth = Land dwelling animal

Air = Bird

Water = Fish

Fire = Pass it to another person and call out E, A, F or W

You must answer before the count of 10. You can't repeat animal names. If you mess up then you switch places with the person in the middle.

ECOLOGICAL VALUES STEP (E): Have the participants line up in a single file line in front of you. Tell them you will read a sentence with two choices. If they agree with choice A, ask them to step a couple of steps to the right. If they agree with choice B, a couple of steps to the left. After they move, they should pause to look around at where folks are (this is not a good time to comment on other people's choices), and return to the line. Repeat. Some good sentences include:

If your neighbor dumped trash in your yard, would you pick it up or tell him/her to do it?

Would you rather smoke or have a car with a bad exhaust system?

Would you sell forty acres of land for a subdivision or donate it to a wildlife refuge?

Would you rather live in a big house with a little land or in a small house with a lot of land?

Would you rather eat fruit treated with pesticides or eat blemished wormy fruit?

Would you rather use plastic trash bags or increase the amount of flies and rats?

Do you know where your family's electricity comes from or not?

Would you rather go hiking or to the mall?

ECOSYSTEM JOBS GAME (E): Divide the group into three sections: decomposers, consumers (2 times the number of decomposers), and producers (about 2 times the number of consumers). You may want to delineate groups with the nametags or bandanas. Provide one toss toy per producer. Put the toss toys in one or two piles inside the boundaries (option: you may want to put them inside a hula hoop to mark a safe zone). Tell the group that these toys are nutrients or biotic components of our ecosystem.

The producers' job is to try to get all the nutrients from the piles. Each producer can only hold one nutrient at a time, but can toss a nutrient to another producer.

The consumers' job is to get as many nutrients as possible and keep them. Consumers get nutrients by tagging a producer who has a nutrient. The producer tagged has to give his or her nutrient to the consumer. Each consumer can only hold one nutrient at a time, but may toss a nutrient to another consumer.

The decomposers' job is to return as many nutrients as they can to the piles. They can get nutrients by tagging consumers. They also can only hold one nutrient at a time, but can toss them to other decomposers.

Expect Chaos! You can also play several rounds with varying amounts of nutrients, producers, consumers, decomposers, and discuss the results. You can also discuss how P's, C's, and D's are dependent upon one another in nature.

ELBOW TAG:: Have the group get into pairs with their elbows linked and stand in a large circle. One pair is kept out. Of that pair, one person is "it" and the other person is being chased. When the game begins, "it" chases the person who is running. They must stay within the perimeter of the circle of linked partners. When "it" tags the chasee, the roles reverse. The chasee becomes "it" and the "it" becomes the chasee. At any point, the person being chased can hook elbows with the end of a pair in the circle. The person on the other end of the pair is then released and is the new chasee. "It" can also link up with a pair when tired and then the person on the other end becomes "it." You may not, however, link up with the group directly next to you.

ELECTRICITY: Group forms a circle holding hands. Someone starts the impulse by squeezing the hand of the person next to him or her. As soon as the impulse gets to you, pass it on to the person beside you.

ELEPHANT TAG: This works like normal freeze tag, but with a twist. Each person begins by assuming the elephant role: cross arms with palms up and put which ever arm happens to be on the bottom over an eye (right palm over right eye or left palm over left eye). Leave the other arm sticking straight out. Choose some elephants to be it and use a fast walk, as it's hard to see in this crazy game.

EVERYBODY'S IT: Everybody is "it" and once tagged you need to squat down. To be "it" again, someone must leap frog over you.

EVOLUTION: This game follows the evolutionary process as follows: egg, chicken, dinosaur, prince(ss), and royal family. Everyone begins as an egg, "wobbling" in a squatting position. Two eggs meet and pair up to play rock, paper, scissors. The winner evolves into a chicken, "bawking" and walking like a chicken. Two chickens meet and pair up to play R, P, S. The winner evolves to a dinosaur and the loser devolves back to an egg. Dinosaurs "roar" and walk with their claws up. Once they are dinosaurs they evolve into a prince or princess (or devolve back to a chicken). Prince and princesses skip around singing "Lalalala." Once they are a prince or princess, they evolve to be a part of the royal family (or devolve back to a dinosaur). The royal family is no longer an active part of the game. They stand on the side in a line. Every time a new member evolves from a prince(ess) into the royal family, the whole line must perform the Royal Family Salute (which should be something goofy that you make up) to welcome their new member. NOTE: you may only play R, P, S with your own kind! Variation: Water Cycle process using water droplet, water vapor, clouds, and rain.

EYE TAG: Form one circle. Instruct everyone to look down at the ground, then count to three or tell everyone to look up. When they look up, they should make/ attempt to make eye contact with someone else in the circle. If two people link eyes, they must scream and leave the circle and form another one. This continues, with people swapping circles every time they make eye contact. If one looks up and that person has made contact with someone else they simply remain in the same circle.

FINGER TAG: The group splits off into pairs and they shake each others hand with their index finger pointed at the other person. While holding the other person's hand as such, they try and tag each other with their index finger. The only limitation is that the arm you are holding on to, from shoulder to finger, can't be tagged. In other words if you are shaking each other's right hand, neither your right arm nor their right arm can be tagged. Once you are tagged or tag the other person, switch partners.

FISH GOBBLER: Set up boundaries. The players all move according to the directions of the Fish Gobbler. When he or she calls "ship" they must all run to one end of the playing space, "shore" to the other end, "fish net" they all join hands, "waves" they join hands and make waves, "sardines" they get down on the ground and squish together, and so on.

FLINCH: Players stand in a circle with their arms crossed. One person should be in the center. The person in the center will throw the ball or pretend to throw the ball at the people in the circle. If they miss a catch, they are out. If the person in the center pretends to throw the ball and they flinch, they are out. The last person in the middle becomes the next one to throw.

FLIP ME THE BIRD: Place various objects within the boundaries to serve as birds. Choose one person to be a tagger. A person can only be tagged if they are not holding a bird. If the tagger gets hold of a bird, they can throw it outside the boundaries. If a bird gets thrown outside of the boundaries then it can no longer be used. When a person gets tagged, they become a tagger. Be sure to have fewer birds than people are in the game.

FOOD CHAIN GAME (E): To start, assign each participant a plant, decomposer or animal within a community. Have them wear a nametag of this plant, decomposer or animal. You are the sun, the source of all energy, which you give out in the form of peanuts or the like. Each participant starts with 5 peanuts. They can tag others beneath them in the food chain (ones they would eat) and take two of their peanuts. Of these two, they must give one peanut back to the sun because it took energy for them to catch their food. Plants can get more energy when they lose their original 5 peanuts. After a short time, who has the most peanuts?

FOXES & RABBITS (E): Divide the group into "foxes" and "rabbits" and "leaves" (with a group of ten, have four rabbits, three leaves, and three foxes). Rabbits have tails, which are bandanas in their back pockets. Foxes form a large circle with the rabbits inside and the leaves remain outside. When the signal is given, the rabbits must try to tag the leaves, foxes at the same time try to get the rabbits by pulling their tails off. Leaves are immobile. Rabbits are "safe" when in a crouched position. Rabbits and foxes must get food within each round or they die and become leaves. When a fox catches a rabbit, the rabbit becomes a fox. If there are too many rabbits, there won't be enough food and some of the rabbits die and become leaves, plus it's easier for the foxes to get rabbits, so some rabbits will become foxes. If there are too many foxes, they can't all get rabbits, so some die and become food. This means that it's easier for rabbits to get food, so there will be more rabbits, so that the foxes can get food again. If everyone should end as a leaf, this can be a good example of the recycling of all of nature's building blocks.

FOX AND SQUIRREL (E): You will need one small ball and two large ones. The two large (fox) ones get passed around the circle in opposite directions. The small one (squirrel) can be thrown or passed around the circle. The object is for the fox to catch the squirrel.

FREEZE TAG: It's tag as we all know it: when tagged you freeze until some one who isn't "it" tags you.

FROG FRENZY (E): It's a relay race as well all know it, with the participants hopping from one boundary to another.

GET TO KNOW YOUR NEIGHBOR: Divide the group in half. You will need an even number. Assign one half as Group 1 and the other half as Group 2. Have Group 1 form a circle where they are facing outward. Next, have Group 2 form a circle facing inward around Group 1. Group 1 will end up being an inner circle of Group 2. Members of Group 1 should then pair up with a person in Group 2 that is facing them while maintaining the circles. Next, initiate a topic for the partners to share personal info with each other. Examples: Favorite book, movie, author, season, holiday, an eventful part of your life, what has brought you to this particular group, etc.). Give them about 5 minutes to chat, then have Group 1 shift counter clockwise one person. Initiate a new topic for these pairs. Continue this process until all group members have talked with everyone in the other circle.

GIANTS, WIZARDS & ELVES: It is a rock, papers, scissors variation. Giants beat Elves by "stomping on them," Elves beat Wizards by "kicking them in the shins," and Wizards beat Giant's by "zapping them" You can make you own appropriate gestures and sounds that go along with each. The group is divided into two teams. Each team has a safety zone about 15 yards or so from the center marked by two cones. Each group decides what they are going to be (NOTE: they all must be the same thing, plus a back up plan, in case there is a tie). Both teams go to the center line and face each other. On the count of three they make their action and noise. Whichever of the teams wins by the standards above chases the losing team back to the losing teams safety zone, trying to tag as many as possible. The losing team runs to their safety zone. If they get tagged by any winner before they reach their safety zone, they become a member of the other team. Any losing team member that makes it to the safety zone without being tagged is safe and stays on their team. The game ends when there is only one team. You can do this with Salmon, Bear, and Mosquito or other combinations.

HA HA HA: This is a contagious laughing game. Player #1 lies on his/her back on the ground. Player #2 lies on the ground on their back with their head on the belly of Player #1. Player #3 lies on his/her back with their head on the belly of player #2, and so on. Players should be lying in a zigzag formation. Player #1 begins by saying, "HA!" The next person says, "HA! HA!" and so on. It doesn't take long before everyone loses control and starts laughing hysterically.

HAGOO: The group forms a gauntlet and tries to get a person to smile, without touching them, as they walk through the line.

Variation: Have the person walking through with a mouthful of water.

THE HAT STORY: Have participants stand in a circle, shoulder to shoulder. Place all the hats in the middle of the circle. The leader will ask all the students to get a hat and place it on their head. The leader may stand inside or outside the circle. A large group may be split into two circles. Explain to the students that you are going to read them a story. In this story, which can be written to include events of a class trip, camping week, etc., the words "one," "two," and "three" are critical. These words may also be recognized as syllable parts of other words. Introduce the definitions and the instructions.

Definitions:

Hat: the decorative whatever that is worn on one's head

Your: the one attached to your body, not the one that is on your own head

Right: the head of the person to your right as you face the center of the circle

Left: the opposite of right

Instructions:

When ONE is heard, take YOUR hat and put it on the head of the person to your RIGHT. When TWO is heard, take YOUR hat and put it on the person to your LEFT. When THREE is heard, take the HAT FROM YOUR RIGHT and put it on the head of the person to YOUR LEFT. Practice a few ONES, TWOS, and THREES, before you begin the story.

The Story:

ONE day, TWO years ago, a little fellow I know, came over for lunch around ONE o'clock. He came TO the front door and I looked through the peephole, but no ONE appeared TO be there. I opened the door, and TWO of my eyes could see him. As I said he was a little man, only THREE feet tall. He came TO the house, inTO my kitchen, and ate ONE on the biggest sandwiches I had ever seen. It had ONE sesame seed roll that was TWO feet long, and it had at least THREE kinds of cheese on it.

It was THREE o'clock when he left, and soon my THREE kids were home from school. My son said he had a WONderful day, my daughter had THREE hours of homework, and my littlest girl ran up the steps to put on her TU-TU for ballet class.

THREE kids are TOO much. ONE kid would be plenty, but if someONE ever asks me, I'll tell them TO spend their money on hats instead.

"Songs, Actions & Stories" compiled by Sue Johns for MAEOE Conference, April 1990

HIPPIE TAG (a Genesee Valley original): **The person who is "It" tags with two fingers (the peace sign). Once tagged you become a tree with your arms up and can be unfrozen if someone gives you a hug.**

HONEY I LOVE YOU, BUT I JUST CAN'T SMILE: Begin with a circle and one person in the center of that circle. The person in the center approaches someone in the circle says to them (in the funniest voice they can muster), "Honey, do you love me?" The person approached must respond, "I do love you honey, but I just can't smile." If the person they approached smiles or laughs at all, they switch places with the person in the middle.

HOOP RELAY: Divide the group into two parts and ask each half to line up facing you. Have each person extend their left hand between their legs and grasp the right hand of the person behind them. The relay requires two starters, each standing in front of a line and holding 3-4 hula-hoops. Each starter, on a signal, begins the action by placing a hoop over the head of the first person in the line and as soon as the hoop reaches the third person in line, the second hoop is started, etc.

Variation: If the starters want to become part of the action, they simply start the last hoop and become the first person in line. When the first hoop reaches the last person in line, that individual runs to the front of the line with the hoop, grabs the hand of the first person (making that person the second person) and starts the hoop moving toward the end of the line. Continue until the original front line person returns to that position.

HOSPITAL TAG: This is your basic tag game, but when you get tagged you use your hand to put a band-aid on the part that was tagged and hold it there. Once tagged three times, player sits down.

HUMAN CROQUET: This is a relay race that works well with large groups (50-100+ people). The teams become "balls" that run through a series of different "wickets" that are made up of facilitators and chaperones which are

spread across a large playing field. You can have them jump through hoops, go under or over obstacles, etc. Be creative.

HUG TAG: Designate one or more players to be the "huggit." They try to give their flag to another player, and the other players are only safe when they are in a hug-group of two or three. You call "switch" and the players leave their groups and find a new group. At a more advanced level, hug-groups can stay together only as long as all members can hum on one breath. When any member runs out of breath, the group must disband.

HUNTER/DEER or SHARKS & MINNOWS (E): Most of the group becomes deer/minnows and are set up on one sideline and 1-3 hunters/sharks are chosen. The deer/minnows wait for the signal "The hunt is on!" or "Fishes, Fishes come and swim in my ocean." At that point, they run from one sideline to the other trying not to get tagged by the hunters/sharks. If tagged, they must plant their feet and become a tree/seaweed and can tag, but not move from their spot. The game continues until there are a few deer/minnows left and they become the hunters/sharks if you play again.

LEMONADE: The group is divided into two teams. Team A members are the actors and Team B members are the guessers. Teams start across from each other on their own safety line. The safety lines are about fifty feet apart. Actors decide on a geographical location and a related occupation. The two teams go through a set dialogue, during which the players take three big steps with each line, and goes as such:

A: Here we come! B: Where are you from? A: From "location!" B: What's your trade? A: Lemonade! B: Show us some, if you're not afraid!

At this point Team A acts out their occupation. Team B tries to guess. If the guess is correct, Team A must run back to their safety line without being tagged by a player from Team B. If all 3 guesses are wrong, Team B must run back to their safety line without being tagged by Team A. Any player tagged must switch teams.

LINDA'S LADDER: Students form two equal lines facing one another, joining up with the person opposite. Partners sit facing each other with feet touching and legs extended. Pairs sit next to each other to form ladder. The relay race involves jumping over each other's paired legs and running around outside of the line back to the original position.

LOOSE CABOOSE: This is like elbow tag, but the pairs are linked one behind the other, holding onto the shoulders of the person in front of them. The pairs are mobile in set boundaries.

MILLION YEAR OLD PICNIC (E): Bring along some stuff in a bag and as you pull it out, ask the participants to guess how long each will be around if left on the ground.

orange or banana peels- up to two years

paper plate- 5 years

plastic cup- 250 years

aluminum can- 500 years

glass bottle- 1 million+ years

cigarette butt- 1-5 years

plastic bottle- basically forever

plastic bag - 10-20 years

A great one to do just before lunch....

MOON BALL: A variation on volleyball without the net. The group tries to keep the ball in the air for as many hits as possible (or you can designate a number of hits).

MOOSE TRACKER (E): Set boundaries, and chose 1 tracker, 1 guide, and one or more moose. The moose must walk in a zigzag, with optional double backing. The tracker is blindfolded and the guide prevents the tracker from getting injured. The tracker must find the moose with the help of the guide.

MOUSE TRAP: Four or five players form a "mousetrap" by holding hands (arms up) in a circle. The cat faces away from the trap with eyes closed. The mice wander in and out of the trap ("stealing cheese") while the cat is

sleeping. When the cat opens his/her eyes and yells "Snap!" the players lower their hands and capture the mice in the trap. Captured mice join the trap until only one mouse is left.

OBSERVATION: Split the group into two teams and have them line up with each line facing the other. One team is "observed" first. They freeze for a set amount of time (ex. 30 seconds) while the other team tries to memorize everything about their frozen picture. The team that is observing must stay in their line. After the allotted time, the team that was observing turns their backs while the observed team changes a set number of items (2 or 3) about their picture. For example, Samantha gives her watch to Billy to wear, or Billy zips his previously unzipped sweatshirt. These both count as one change for the team. To make the game more playable, the facilitator should explain that changes can only be done with clothing or accessories - not body positioning. After the observed team makes it's changes, the team that was the observers turns back around and has a time limit or a set number of guesses in which to figure out what the changes are. After the time is up, swap and the observers become the observees.

OH DEER (E): This is a game where a herd of deer seeks food, water and shelter to survive. The group should be split into even teams at either end on the playing field facing opposite directions. One group will be the environment and the other will be the deer. The environment and the deer will pick one of three signs: WATER (hand over mouth), FOOD (hands on stomach) or SHELTER (hands in a triangle over head). On the go signal from the leader, both groups will turn around and make their symbol. The environment symbols stay where they are and the deer with try to pair up with another person with the same symbol before other deer get to them. If the deer gets an environment symbol match, both players become deer. If the deer can't find the appropriate symbol, they die and become part of the environment. Fluctuations in the deer population due to different causes can be shown in different rounds. * For fun have the environment people team up and create a drought or hurricane and see how it effects the deer population.

OPEN-CLOSED: An object is passed around the circle while the group tries to figure out if it is open or closed. Whether the member's legs are closed or not determines whether the object is open or closed.

OWLS & CROWS (E): Have your group form two lines that face each other. One line is the owls, and the other line is the crows. If you make a true statement, the owls chase the crows. If you make a false one, the crows chase the owls. If anyone is caught before he gets past a designated marker, s/he changes sides. This game perpetuates the feud already existing between owls and crows.

Some good statements about birds:

The fastest land dweller is a bird. (True- the peregrine falcon can dive at 200mph)

All birds live in nests. (False- birds nest only when they lay eggs and some not even then)

Birds are the only animals with true flight. (False- bats and insects fly)

All birds have feathers. (True- even penguins)

No birds have teeth. (True)

Owls can turn their heads all the way around. (False- 270 degrees, but not 360 degrees)

A bird's egg can weigh over 3 pounds. (True- ostrich eggs are heavier)

All birds migrate. (False- ask any bird feeder owner or winter hiker)

Woodpeckers eat wood. (False- they eat bugs)

PARTNER TAG: The group pairs off and the partner who is "it" chases the other partner, walking only! When tagged, the tagged partner becomes it and the game continues.

PEOPLE TO PEOPLE: Players in a circle are instructed to pair-up and connect body parts that the person in the middle calls out (hand to foot, finger to ear). It is an add on game, so after a few instructions are given and the pairs are twisted all up, the person in the middle yells "people-to-people" and everyone finds a new partner. The person who is left partnerless becomes the caller and goes into the middle to give instructions.

PIP, SQUEAK & WILBUR: Divide participants into groups of 3. Among themselves they will decide which of the 3 will be Pip, who will be Squeak, and who will be Wilbur. Arrange the groups of 3 around a center point filled with stuffed animals/balls (1 less object than there are groups). On the facilitators command, they will call out one of the 3 names and that person will run around the outside of the circle, counter clockwise, back to where their remaining 2 group members are. Those group members will make a bridge with their arms above their heads for the runner to run through before they come into the center and try to grab one of the animals/balls. The last

person to come in the circle is left without an object and their group is eliminated from the game. Remove an object each time so there is always one less than the number of groups.

PRETTY, SCARY, USEFUL (E): This can be an individual activity or you can split the students into groups of 2 or 3. Give each group a zip-lock bag with a label on it (the labels can be any objective you can think of). Or you may just tell them what adjective to look for. Ask the students to collect things that fit the description on their bag. Tell them not to collect anything living (growing or moving) and explain why. Things that are alive can be described or the students can show them to the group where they live.

PROGRESSIVE HOOP TOSS RELAY: Have all groups get in a single file line of 5 or 6 players each. All lines should gather at one end of a field or gym. The first person in each line starts with a hula hoop. At "Go", they turn and pass the hoop to player #2. Player #1 then walks forward. When player #2 says stop, player #1 turns and faces the line, raising their arms up and placing their palms together over their heads. Player #2 tries to ring toss player #1. If unsuccessful, the hoop is returned and they try again. If a ring toss is made, the line moves to the hoop, player #1 picks up the hoop, returns it to player #2, then goes to the end of the line. Player #2 then falls into the roll of player #1. They hand the hoop to the player behind them (originally #3), who now becomes #2. The game continues across the field or gym and back. When teams complete the course, they need to cheer for the remaining teams on the field. Tip: Demonstrate the game with one of the groups. *You might also do this as a transport activity.

QUICK FROZEN CRITTERS (E): Players are split into two teams: rabbits and foxes. The playing field is set up with two end boundaries that are safe zones. There are also safe areas that are hula-hoops between the two end boundaries. The rabbits are trying to get food from the playing field, which are colored poker chips. Each rabbit can only pick up one chip per trip across the field and need to accumulate 4 food items to survive the game. The foxes are also looking for food and can catch a rabbit by tagging them if they are not in a safe zone or frozen and therefore camouflaged. If a rabbit is tagged s/he is out of the game until the next round.

RAINSTORM (E): You can simulate a rainstorm with your group. Have them sit in a circle. The facilitator will start the motion. The students must be completely silent and the motions will go around the circle, like a wave. When the wave comes back to the facilitator, the facilitator will change the motion. Start by rubbing your two index fingers together, then rub both hands together, snap fingers, clap hands, slap thighs, clap hands, snap fingers, rub hands, rub fingers, stop.

REACTION: Start with a "Wagon Wheel of 6". Each group needs a large die, a noodle boffer, and a hoop. With the hoop on the floor, everyone puts one foot inside the hoop, except the person with the die and the noodle boffer. They have both feet outside the hoop, but are standing next to the hoop like the other players. The player with the die and the noodle (hereafter referred to as the "Whacker"), rolls the die into the middle of the hoop. If it comes up a 1 or a 6, then it is the whackers job to hit as many people as they can on the lower leg before those people pull their foot out of the circle and touch the ground outside the hoop. If you get hit before touching the ground you get a point. If a 1 or 6 is rolled, then you can roll again. Five points and you are out of the game. If 2, 3, 4, or 5 is rolled you should not move your inside foot. If you flinch, you gain a point. If there is no 1 or 6 and no flinches, the "whacker" gives the noodle to the person on their left and joins the game. Variations include: all start on one foot and must hop outside the circle, odds you "whack" and evens you don't, start out and must go in, two feet in to start, "Whacker gets to name a simple trick you must do (like touch your finger to your nose) if 1 or 6 comes up, have each person assigned a number on the die, related to the "Whacker". If that number comes up only that person can move or be whacked.

RETAIL DETAIL: Set an appropriate sized rectangle boundary. Each player gets a bandana that must be put in his or her back pocket (or sticking out of their pants). At least 2/3 of the bandana must be sticking out. Each player's goal is to grab as many other bandanas from other people without losing their bandana. If a player's bandana is taken, that player must then go to the sidelines. S/he may stand on the sidelines and grab other people's bandanas as they run by, but they may not come back within the boundaries. The last person still standing in the rectangle with their bandana is the champion.

ROPE RING: Everyone in the group holds onto a circle of rope with both hands. The "Ringmaster" stands in the center and tries to tag the hand of someone in the group. Players can drop the rope to avoid being tagged. When the Ringmaster tags someone holding the rope they switch places.

ROUNDBABOUT: Players stand in a circle facing each other front to back. When the facilitator says "go," the players run forward, trying to pass (on the outside only), the person in front of them. They try to tag the person as they pass them. Once tagged, you are out of the game. If the facilitator calls "switch" the circle reverses.

ROYAL FAMILY: You will need a softball(s) and boundaries. One or two people are the King and the Queen and they want to get everyone to join the Royal Family by hitting them below the waist with a ball. Only the Royal Family can throw the ball, and when a family member has the ball their feet may not move. If at any time the Royal Family wishes to know who is a part of the family, they can ask for a Royal Family Wave. Peasants can also ask for a wave at any time to see who is who.

RUTABAGA! RUTABAGA!: Each player is given the name of a vegetable. The main rule of this game is that you are not allowed to show your teeth at all. You must say the name of your vegetable and the name of another person's vegetable. That person must then say the name of their vegetable and someone else's and so on. If you make a mistake or show your teeth, you are out for that round.

SARDINES: Choose one person to be the sardine. Group must close their eyes and count to a set number while the sardine goes and hides somewhere in the given area (Russell works really well). After the count is finished, the group members must go and find the sardine. When they do, they hide with the sardine. The end result is that you get a whole group of people packed into a hiding spot like sardines. After the entire group is all accounted for, another sardine is chosen.

SHIP WRECK: Players form two teams, each with a hula-hoop, and begin at the starting line. Everyone must have one hand on the hula-hoop. Teams race to the other end of the field. When facilitator yells "Shark" all of the group members must stand inside the hula-hoop with no feet touching outside. The first group to do this gets a point and the race continues.

SHOPPING MALL TAG: This is a non-running game; you may only walk. Have everyone in the group pick a partner. The game starts by one partner who's "it" chasing the other. You may only tag your partner and can only be tagged by your partner. When you've been tagged, you must turn 360 degrees before "chasing" after your partner. If you happen to bump into anyone you need to say "excuse me, pardon me."

SIAMESE SOCCER: Set up for a regular game of soccer. The only modification is that pairs of people are tied together with a bandana at the ankles. Add extra balls to keep everybody active.

SMAUG'S JEWELS: One person is chosen as "Smaug" and s/he stands over the jewels (it can be anything). Everyone else in the group forms a circle around him/her and tries to steal the treasure without being tagged. If "Smaug" touches you, you are instantly frozen for the rest of the game. The snatcher of the jewels becomes the next "Smaug."

SONS OF JOB: Introduce the call and response tool of "Oh Well" and "Oh Yeah". When the facilitator says "Oh Well" the group responds with "Oh Yeah". Pass out a small object (size of a quarter – we used wrapped candy) to each participant. They should hold this in their extended right open palm. Using their left hand, the object is to pass it to the palm of the person on their left, on the correct beat of the song you have taught them. The song lyrics go something like this:

"The sons of Job were playing pass the rock"
"Take it or leave it, take it again"
"Nitty Naughty, Nitty Naughty, Nitty Naughty, Nib"
"Nitty Naughty, Nitty Naughty, Nitty Naughty, Nib"

The object is to be passed on the 2 and 4 beats, which means on "sons", "Job", "playing" and "rock". Then "take", "leave", "take" and "again". During the Nitty Naughty's, you actually hang onto the object while still motioning as if you are passing it to your neighbor. You actually pass it along on the "nib" of each line. As you teach, use the "oh well" call and response "oh, yeah" as a signal to stop and regroup.

SPEED RABBIT: The group forms a large circle with one person left over in the middle. The person in the middle points at a group of 3 people and says one of the following:

Speed Rabbit	Elephant	Couch Potato
King Kong	Charlie's Angels	Chip & duke
Forest Gump	Elvis	Star Wars
Jell-O	Godzilla	

The person they point to and the two people on either side of them must make that formation before the middle person counts to 3. If they don't, the center person and the middle person switch places. If they do, everyone maintains their position and the person in the center tries a new victim. To learn the motions that go with each phrase, ask a veteran. It'd be way too much to describe here. Or, make up your own!

STINGER: Facilitator chooses a person to be the "killer." The killer kills by shaking hands and injecting poison into the person's wrist by pressing lightly with their index finger. The victim must die a loud and terrible death exactly 3 handshakes after being stung. The group tries to guess who the killer is by accusing. It takes two people to make an accusation and they have to do it at the same time. If they are both wrong, they both die and the killer continues until s/he is caught.

STREETS AND ALLEYS: Everyone lines up in rows of equal numbers of people forming a square grid, making sure they are the distance of their outstretched arms from the people in front, behind, and to their sides. Two people are picked; one is "it" and the other is being chased. The people in the grid keep their arms outstretched (facing the same direction) forming "streets." When the facilitator yells "alleys" the people in the grid turn to their left, 90 degrees, keeping their arms outstretched. When the facilitator yells "streets," the people in the grid turn 90 degrees to their right. The runner and "it" cannot break through outstretched arms. They must run up the streets or alleys. When the runner is tagged he/she becomes "it." If you have enough people and the grid is large enough, add more "its" and chasers.

SUMO WRESTLING: Break the group up into partners. Have the pairs stand together and form a large circle with one extra person in the middle. Sit in a circle with one partner sitting behind the other (both sitting Indian style). The person in front sits with their hands on their knees and the person in back of them sits with their hands on flat on the ground to their side. The person in the middle points to any of the pairs that s/he desires, and yells the word, "Sumo!" Of the pair that is chosen, the person sitting in front has 10 seconds to touch the feet of the person in the middle, while the partner in back tries to restrain them from reaching the person in the middle. If the front person **does** tag the center person, they become the center person and the old center person sits in back of the deserted partner. If the front person **does not** tag the center person, the partners reverse positions. "Bread Basket" can also be called and everyone can try to touch the center person's feet and who ever reaches first gets to be in the middle, while all other pairs reverse positions.

SWAMI: Group is in a circle. Count off 1 to as many are in the group. The object is to become #1. Everyone puts their hands in the middle and yells "Swami." The first person starts snapping at a tempo (L,R,L,R), then calls his/her number first and then another number in tempo (i.e. 1, 3). Whatever number the first person says, that person says his/her own number and another person's number in tempo (1, 3, 3, 5). When someone messes up (says the wrong number or misses tempo), they go to the end and the numbers are adjusted.

TOE TAG: The group gets into pairs, and each pair holds each other's shoulders, facing each other. When the game begins, they try to tag each other's toes with their own toes without being tagged themselves.

TOILET TAG: This can be played with one or multiple groups. One person is "it," and when they tag someone else, that person becomes frozen into the shape of a toilet. The toilet has one knee up and an arm sticking out. To unfreeze a toilet, a player who has not been tagged must sit on the knee and pull down the flusher and make a flushing sound. Both are then free to run around again.

TRIANGLE TAG: This can be done in a small or large group. The group splits into groups of four. Three people form a triangle by holding hands. Of these three people, one is the victim and the other two are the defenders. The person left on the outside of the triangle tries to tag the victim while the defenders try to prevent it.

TUG-O-PEACE: Opposite of tug-of-war. Divide the group into two teams and set them up like tug-of-war and tell them that whichever group gets the rope on to the other side first wins!

TUNNEL TAG: One person is "it." When "it" tags someone, s/he stands still with his/her legs spread apart. To free them a person has to crawl through their legs.

ULTIMATE FOX (E): This is like "Everybody's It." Everyone is blindfolded and are all preying on each other, and therefore are all being preyed upon. If you get tagged or if you tag each other at the same time, then you are both out.

WAGON WHEEL TAG: Imagine a wagon wheel. It is round with a lot of spokes coming out from the center. If you are doing this activity in the snow, stomp out a giant wagon wheel with pack boots or your snowshoes. Make your wheel at least 30 feet in diameter for a small group, up to 60 feet or more in diameter for really large groups. If you are indoors and can't go outside, a gymnasium with lines on the floor works as well. You can use the lines that are already in place or put tape down in the shape of a wagon wheel, up to you! After your wheel is constructed, instruct the group to find a place on the wheel. Ask for one volunteer to start out as 'it' for small groups, for large groups designate 4 or more 'it's'. I like to use a rubber chicken, Dr. Seuss hat or other fun object to designate who it 'it'. It's a great visual and it makes the tagger more obvious. Whoever is 'it' starts out in the center of the wheel. This is a basic tag game, however you must stay on the lines of the wheel. You also may not pass anyone in front of you or behind you. The 'it' person starts out in the center and then chooses whatever spoke they want to go down to start towards the other players. The idea is to stay away from the person who is 'it'. When someone is tagged, they become 'it' and is given the 'it' object (i.e. rubber chicken, Dr. Seuss hat, etc) so everyone can see who the new 'it' is. I usually have the new 'it' do a 360 degree turn before they can start chasing anyone. This gives the person who was just 'it' a chance to get away from the new 'it'. This is a very fun and strategic game. It's fun to watch who decides to stand still on the wheel and then who gets tagged 'it' because they cannot pass anyone and gets stuck behind the stationary person. It is also very aerobic depending on the size of the wheel and how many participants you have.

WARRIOR: Large group stands in a circle with the facilitator (warrior) in the center with an imaginary sword. If the warrior swings at your feet, you must jump up; if the warrior swings at your head, you must duck. If killed, you die a loud, horrible death and sit down.

WEB OF COMPLIMENTS: One person starts with a ball of yarn and thinks of a compliment for another group member. They say what they are proud of in that person and why they appreciated their accomplishment and then pass the ball of yarn to them while holding onto the end. This continues throughout the circle so that each person holds onto their piece of the yarn when they pass the ball. This can continue as long as you'd like or have time for, however as a facilitator you should make sure that each person has received it at least once before ending the activity. There are a lot of discussions that you can then have about what the web represents to your group, etc. __

WEEBLE WOBBLE WAR: Have each member of the group get a partner. Members can either stand facing one another or squat. The goal of the war is to be the one still standing or squatting while your feet stay planted. The war is fought by pushing the other person over by pushing them with your palms only against their palms.

WILL YOU BUY MY DONKEY: Have the group stand in a circle with two people in the center. Of those two people, one is the donkey (on hands and knees) and one is the peddler. The peddler must attempt to sell the donkey to someone in the circle. This is done by making that person laugh. The peddler approaches a victim with the donkey and asks, "Will you buy my donkey?" The patron responds, "No, I'm not in the market for a donkey." The peddler then begins to explain why the donkey is so special. The donkey must do whatever the peddler says. If the patron laughs, the peddler joins the circle, the donkey becomes the peddler, and the patron becomes the donkey. If the patron doesn't laugh, the peddler may move on to a new victim.

WINKER: Everyone sits in a circle and puts their heads down while the facilitator chooses the "winker." The winker can "kill" anyone by winking at him or her during eye contact. That person must then count to ten and then "die." *Object:* to catch the "winker" in the act and make an accusation. If the accusation is wrong, then the accuser dies. If right, then you chose another "winker."

ZOOM SCHWARTZ PIFIGLIANO: Players sit in a circle on the ground. The first person starts by looking at someone and saying Zoom. That person may then look at someone else and say Zoom. Whenever you say

Zoom, you look at the person who you are Zooming. If you want to send the Zoom back to the person, you must say Schwartz, but you may not look at the person. That person has the option of Zooming it to a new player. However, if the player wants to get the same person back again then they must say Pifigliano. It is a pure concentration game and is tons of fun once you get the rules down.

INITIATIVES

ACID RIVER (E): Group tries to get from one point to another by using the given number of carpet squares (1/2 the number of people in the group + one). They cannot touch the ground with anything but the squares.
(E) brief: You are all migrating birds, trying to make it from the Chesapeake Bay to the Georgia Barrier Islands. We know that this is a long journey, and you are going to need some stopovers along the way to eat and rest. Unfortunately, all the land between here and there is developed. So you don't want to stop there, because they don't support migratory bird life. If you do touch the developed area, you will have to go back to your group and accept a creative consequence. What you have to help you are habitat patches to get you safely to the Georgia Islands. The habitat patches are places where your feet can touch. They can only move forward and, if no one is touching them, developers (facilitator) will rush in and seize it! If groups lose a number of habitat patches, a good way for the group to win them back is to name three migratory birds for each patch.

ALASKAN PIPELINE: Each group member is given a section of tube. The group must transport a ball from point A to point B by passing it through the tube. The ball may not touch the ground or any of the people. The distance between A and B should be long enough to require the group members to run to the back of the line once the ball has passed through their section of tube in order to keep extending the length of the pipeline. If the ball touches the ground, it must start back at point A.

ALL KNOTTED UP: Select a length of rope with approximately six feet for each student in the class. Tie overhand knots in the rope at about five foot intervals. This should provide more knots than students in the class. Arrange the rope in a circle and ask the students to stand around the rope. Then ask them to pick up the rope with one hand and hold it anywhere other than on a knot. They may not take this hand off the rope. They are then told to untie the knots without taking their hand off the rope.

AMOEBAS: Group stands in a tight group. Tie the group together and have them move from one place to another.
Variation: Tie their legs together in a circle.

BALLOON STACK: The object is to build the tallest free-standing structure using only balloons & masking tape. For each group, 5-8 participants, give them 50-100 balloons (10-12") & one or two rolls of masking tape. The group will blow up & tie off the balloons & stack them together using the tape to secure them in place. Remember, the structures are free standing & should not be taped to the floor, walls, ceiling, chairs, etc.

BLIND DODGE BALL (TANK): Split the group in half and have one person sighted and the rest blindfolded. The two blindfolded individuals will be placed within the boundaries and the sighted one must remain outside of the boundaries. Inside the boundaries, there are a plethora of soft toys lying about. The sighted people must guide the blindfolded person to pick up the objects placed within the boundaries and throw them at other blindfolded person. The goal is to hit the other team's blind person before that person hits your team's. Make sure to give the participants a chance to try both roles. *Variation:* have the group split into partners, with one person blindfolded and one directing. Have the goal be to get as many other blind people out without getting your blind person hit.

BLIND POLYGON: Entire group is blindfolded. Participants are then told that there is a rope they must go and find to be used to create a shape (circle, square). To make it more challenging, mute them and/or make them get into an order around the shape they make (birthday, height, shoe size...)

BLINDFOLD TAG: Set up boundaries and partners. One person from each pair wears a blindfold. The pair may walk together in the boundaries and communicate through verbal commands. They can't touch each other. Designate one pair as "it." When they tag another blindfolded individual, they are the new team "it."

BUILD A TREE (E): In this activity the group will create a working "tree" and describe the parts of the tree and what they do. The activity works best with a large group of people ages 12-25. As you call out each part of the tree, describe what that part of the tree does and how the players will act it for the entire group.

Heartwood: One tall strong player. "This is the heartwood, the inner core, and the strength of the tree. The heartwood's job is to hold onto the trunk and keep the branches upright so the leaves can get their share of the sun. The heartwood has been around for a long time; so long that it's dead, but it's well preserved. The heartwood used to be alive, but its thousands of little tubes that carried water up and food down are now clogged with resin and pitch." Tell the heartwood players that their job is to stand tall and strong.

Taproot: One strong player. This person sits at the base of the heartwood, facing outward. "You are very long root, called a taproot. Plant yourself deep in the ground, about thirty feet. The taproot enables the tree to get water from deep in the earth, and also anchors the tree firmly to the ground. When storms come, the taproot keeps the tree from being blown over by high winds." Be sure to say that not all tree have a taproot, but this one does.

Lateral Root: Choose people with long hair (two or three). Ask the lateral roots to lie on their backs with their feet up against the trunk and their bodies extending away from the tree. "You are lateral roots. There are hundreds and hundreds of you. You grow outward all around the tree, like branches but underground. You also help hold the tree upright. At your tips are tiny root hairs (spread out the participants hair). Trees have thousands of miles of root hairs that cover every inch of soil into which they grow. When they sense that there is water nearby, the cells grow toward it and suck it up. The tips of the root hairs have cells as tough as football helmets. I want the lateral roots and taproot to practice slurping up water."

Sapwood: There must be enough people to form a circle around the heartwood. "You are the part of the tree called the sapwood, or xylem. You draw water up from the roots and lift it to the tree's highest branches. You are the most efficient pump in the world, with no moving parts. You're able to lift hundreds of gallons of water a day, and you do this at speeds of over 100 miles an hour! Make a sound to let us know that you are bringing up water."

Cambium/Phloem: Enough people to form a circle around the sapwood. "You are a layer of the tree that has two jobs. One part of you, the cambium, is the growing part of the tree. You grow outward. The other part of you is the phloem. This is the part that carries food manufactured by the leaves and distributes it to the rest of the tree. When I say go, you need to very, very slowly start to move outward, and at the same time make a sound to let us know you are bringing down the food."

Leaves: Three or four players. "You are the factories for the tree. You take the water and the carbon dioxide and the sunlight and make the food that the tree needs to live. Make a sound to show you are hard at work."

Bark: The remaining people are bark, circling round the tree facing outwards. "You are the bark. What kinds of dangers do you protect the tree from? You also need to move outward slowly as the tree grows. Not too fast, because you don't want to break!"

*You may at this point use either one remaining participant or yourself to be a final player: the pine borer. This insect will try to dig its way past the bark into the center of the tree. The bark will have to protect the tree.

Once everyone has their roles, let the sounds all begin at once, and then in a few minutes, unleash the pine-borer onto the tree. The game ends when the pine-borer gets through, or the bark breaks or the tree falls down!

BULL RING: The objective of this activity is to move an object balanced on top of a platform of some type with a partner or a group of students from the one spot or location to another without letting the object fall off the carrying platform using only the designated string attachments. Initially a platform or lid with small sides can be used to reduce the opportunity for the ball rolling off. Students can begin with a partner and each of them holding two strings to manipulate the transport of the object. The groups can be increased and the platforms made less forgiving as the level of difficulty begins to arise. One of the more difficult levels of challenge is when the transport "platform" is a ring that is placed around a tube used as a pedestal that is not attached to a base. The ring must be lifted off the ground and moved up the pedestal to assume the transport position of the ball or object. The group must lift the ball and transport it from the pedestal position around, over, through, etc. a course and then return it to the pedestal all without losing the ball or knocking over the pedestal in the entire process.

CALCULATOR: Place the numbered carpet squares down in any order to form a "key pad." Create a boundary around the "key pad." Do not let the group see the set up. They are to start from a starting line a set distance away from the "key pad." Tell the group a set order of numbers that they must punch in (ex: lowest to highest or all even numbers, etc.). Only one person is allowed inside the boundaries to touch the keypad at a time. They must touch the keys by jumping on the squares or in some way touching them. The group must run together from the start line to the "key pad," punch in the code, and run back together to the finish line as quickly as possible. Time them, and repeat as many times as necessary until they are satisfied with their time.

CAVE IN: Set up a beginning and end to the "cave." The cave, once entered, consists of 2 rope circles and 3-6 hula-hoops lying on the ground. The entire group must get through each of the obstacles by having only their feet touch any of the objects. If anything else touches, they must start again and/or get a consequence. It is also very important not to speak too loudly because the reason they are in this position is because of a cave in and you can never tell when another one might occur!

CHAOS CIRCLE: This is a great eye opener for those groups who talk over one another! Group stands in a circle and takes a turn to their right so that everyone is facing the back of the person in front of them. When given the signal, the group tells the person in front of them, at the top of their lungs, everything they did that day starting with "I woke up this morning in pink polka-dot pj's," and at the same time listens to everything that the person behind them is saying. Once everyone has finished their story, people must report what they heard. It's probably not much.

DIMINISHING RESOURCES (E): Place 3 or 4 hula-hoops on the ground. Each represents a planet. Everyone must stand on a planet. When the facilitator says, "Switch," everyone must find a new planet. After several "switches" the facilitator begins to remove planets one at a time until the whole group is standing in one hula-hoop.

DRAW A PICTURE/PERSPECTIVES: One person will volunteer to be the artist/drawer. The rest of the group will, one at a time, leave the room and look at a picture that is placed out of sight for the artist. They will have about 30 seconds to study the picture and then come back and report to the artist what they saw. They must only use descriptions and may not point to or touch the paper. The objective of the activity is to get the picture to look as similar as possible to the picture that is in the other room (without having to use more than one piece of paper). Each person in the group only has one chance to leave and look at the picture.

DUCT TAPE ADVENTURE: Group is given a roll of duct tape to suspend one member of their group up off the ground. While the member is being taped s/he may stand on an object and when removed the member must stay suspended for 1 full minute. It works best if this is done on a non-wood surface like brick. Be careful of emotional safety when taping!

EGG DROP: Group is divided into teams of 3-5 people. Each group will then be given a raw egg and materials to create a safety system so that the egg will not crack when dropped from a height of eight feet onto a hard surface. Material suggestions:

Masking tape	Paper
Paper towels	Small egg cartons
Straws	yogurt containers

* Whatever you use each group must be given the same materials in equal amounts.

ELECTRIC FENCE: Facilitator and the chaperone hold the ends of a jump rope high enough so that the shortest individual cannot jump over the rope. The group must then grasp hands in a line and without breaking hands or touching the rope, get the entire group safely over the rope.

ESCAPE FROM THE PLANET "WHAT": The game begins by giving each team a clue that will lead them to their spaceship. These can be anywhere. Once at their spaceship, the team finds a message for them explaining that their spaceship has malfunctioned and they have crashed on the Planet "What." They have 40 minutes to follow the clues that will lead them to a new spaceship. They will only be able to say "who," "what" and "where." Clues lead them from station to station where they have to perform a task (such as making up a national anthem, crawling through a laser field, etc). The final task is to build a space ship out of whatever equipment is provided.

EYES, VOICE, BODY: Split group into teams of three. Each person in the team will assume one of the following roles:

- Eyes- can see, but cannot speak or walk
- Voice- can speak, but cannot see or walk
- Body- can walk, but cannot see or speak

Object: The body needs to accomplish a task while the voice and eyes together give him/her directions. The eyes and voice need to stay in one spot and cannot touch the body.

FIRE FIGHTING: The group will be split up into victims and fire fighters. Victims must remain motionless and not aid the rescuers until all the victims are out of the building. In the beginning, the fire fighters are all healthy, but could lose vision or use of arms as the fire gets a little more intense. Set a time limit and, if it is too easy or difficult, you can always make up a story to give or take away time.

FIVE POINT STAR: Participants stand around the outside of the rope that is tied together at the ends to make a continuous circle. All participants pick up the rope and hold it about waist height. The facilitator shows the group a drawing of a five point star that has the rope lengths crossing one another to form a five point star. Participants are to replicate the drawing. When groups have completed the task, the facilitator can add competition to see how fast the group can move from a circle to the star configuration.

GEMS: The entire group stands in a rope circle while their gems are placed out of reach outside the circle. Each individual must get their gems inside their circle without touching the ground outside the circle. Try not to repeat solutions to keep it interesting.

GOAL TRAIN: Place two hula hoops about 10-15 feet apart. In one, place tied up bandanas that represent the goals of the individuals in the group while the other remains empty. The whole team needs to be a part of the transferring of each goal to the other hoop without using their upper body. The hula-hoops cannot move and if a goal touches anything between the hoops other than people, it returns to the start point.

GROUP PILE-ON: Using a trash can full of tennis balls, the group must see how many they can keep off the ground.

HANDCUFFS: Divide the group into pairs and each person gets a piece of twine that has holes at either end they slip their hands into (handcuffs). Their rope must be overlapped with the rope of their partner before they put their hands in the loops. Then, working together, the partners must get themselves untangled. Hint: A person who is in a wheelchair could do this – no one needs to lift their feet off the ground. Solution: Without twisting or placing a “throw” in the string, create a bend in the center of one person’s string. Gently pass this bend through one of their partner’s loops from behind their tied loop. Pull the bend over their partner’s finger tips, back under the tied loop and walk away from each other.

HELIUM STICK: Have everyone in the group place one extended pointer finger underneath a foam noodle that you are holding horizontally at his or her shoulder height. When they are set, let go of the noodle. Their goal is to lower the noodle to the ground with everyone keeping in contact with the noodle using only their pointer finger (nail side up) underneath the noodle. *Variation:* have them walk while holding it up.

HERMAN’S HEAD: Take two pairs of group members and separate them from everyone else. Have each pair stand inside a hula-hoop (one pair per hula-hoop). Blindfold one of the pairs. The rest of the group should be in a line, standing shoulder-to-shoulder facing the two pairs in the hula-hoops. The pair in the hula-hoop that is sighted is the brain. The line of participants is the mouth. The blindfolded pair in the hula-hoop is the body. The facilitator should tell the brain what task the body must do. The brain must mime the task without speaking. The mouth must guess what the task is (much like charades). The body, who cannot see the brain miming, must do whatever the mouth says to do. This continues until the body does the correct task.

HIGH HOOPDOM: Have groups collaborate to see how many levels of hoopdoms they can build on top of each other. Four was our best for the day. A suggestion was made to try this activity out with someone on a “Flying Squirrel” belay to get up higher.

HOOPDOM: This is from Sam’s Book “Raptor”. Form the large group into smaller groups of 6. Arrange them so they form a circle of small groups. Each small group gets 6 hula hoops. A hoopdom is a geodesic structure that is built with the hoops. One hoop is used for each the top and the bottom. The remaining four form the sides of the structure. Demonstrate how these are made. Have the teams practice building these and explain that there will be a contest to see which group can build one the quickest. Allow 5 minutes to practice. For the competition, all hoops must start on the floor, horizontally. After the build, nobody can be touching them and they must be freestanding for 5 seconds. Do a number of repetitions. After every couple, give the groups a minute to plan some more.

HOOPDOM SOCCER: Keep the circle of hoopdoms from the previous activity. Place a number of gator skin soccer balls in the middle of the floor. It should be more than half the number of hoopdoms, but less than the total. For 70 people, we used 6 balls. Soccer rules are in effect while the balls are in play. The object is for the teams to kick the balls into the hoopdoms, and have it come to rest inside, without the “doms” falling over. You can score in any goal. After a score, remove the ball and throw it backwards over your head with two hands, returning it to play. If you knock over a hoopdom in the course of play, you have to rebuild it before you can continue. After, share the strategies your team used and if they were successful or not.

HUMAN KNOT: This works well with groups of 8-12 persons. Have the group stand in a tight shoulder-to-shoulder circle and reach across the circle to grab the hands of two different people. Keeping in mind how flexible a person actually is, the group needs to get untangled without breaking hands. *Variation:* see Not So Human Knot.

KEY PUNCH: A series of numbered poly spots are scattered around a specific area inside some type of boundary. The students stand outside the rope boundary and count off in a consecutive line. There should be more spots than students or fewer students than spots at the station. Beginning with the student who is number one, they must run across the rope boundary and touch the spot with a designated part of the body. When they come back to their relative starting position, they tag number two who runs out and does the same thing. This continues until all the numbers have been touched by the sequence necessary. Time how long it takes. The next attempt can start with number 2 so the order is slightly different.

KNOT IT UP: Using pieces of rope approximately 5-6 feet long, place them on the floor where they all cross at a center point. Using 6-8 pieces of rope, you will need one piece of rope for each two participants. Each individual grabs one end of the rope and picks it up to hold at about waist height. On facilitator's signal, they will attempt to tie a knot in the center by passing over or under other ropes and/or crossing the center to the other side. After a given amount of time, the groups place their rope ends on the floor with the newly “tied” knot in the center. Groups rotate to another “knot” and pick up an end. Participants then must untie the knot that they found at the new position. Facilitators can restrict the sightedness or verbal communications used by the participants.

LAP SIT: Everyone stands shoulder to shoulder in a circle and then turns to the right. Have the group take a few steps to the left to tighten the circle. The group all at the same time tries to slowly sit on the lap of the person behind them. *Variation:* once seated, the group must attempt to walk as a group.

LASER POINTER TAG: Divide into smaller groups of 4 or 5. Each member gets an old CD to use as a mirror. Each group gets a laser pointer. Warn about the hazards of lasers pointing into eyes. The object is to bounce the laser beam off of each person's CD and then “tag” a predetermined fixed point. This could be an object or another person.

LINE UPS: Have the group members line up according to height, birthdays, age, favorite animal, shoe size, etc. *Variation:* mute, blindfolded or with limited talking.

LONGEST LINE: Divide into groups of 7-8 and choose a starting line. When you say go, the group is trying to make the longest line without detaching from each other. They may use anything they have ON them to help connect the line.

LOOSE ENDS: A series of 6-8 ft rope pieces are placed randomly in a pile on the ground with all the ends coming out of the pile like “spokes” of a wheel. It is easier and usually more effective, especially for a novice group, to use as many different colored pieces as possible. You need as many pieces of ropes as you have participants. Each person should grab one end in each hand and attempt to take two different colored ropes if possible. Ask each participant to remain bent over or close to the pile of ropes until everyone has a rope in each hand before they all stand up at once. When they stand up they are then requested to remain grasping each end until the activity is complete. The group should attempt to untangle the pile of ropes in an attempt to form an unbroken circle. Be aware that there may be times that you could end up with interlocking circles or independent circles. You can make this activity easier or more difficult according to the verbal communication restrictions or sightedness of individual participants.

MACHINE: Group creates a "machine" with each person being an integral part with actions and sounds. It can be either stationary or moving. Have the group create the purpose and function of all the parts.

MAGIC SHOES: The group is given a pair of magic shoes to use to get across a "void." Only one person can wear the pair of magic shoes at a time, for **one direction, once**. The shoes cannot be thrown across the "void" and no one can be left behind
(Solution: at some point persons will need to carry 2 people).

MINEFIELD: Pairs are formed with one partner blindfolded. Set up boundaries with various objects scattered around within the boundaries. Sighted individual must stand on the sideline and guide their blind partner through the "minefield" without letting that person touch any of the objects. If a object is touched the pair must begin again. The guide needs to stay out of the minefield!

MISSING PAGE: The group is given a bunch of different props (carpet squares, rope, noodles, blind folds, etc.), a pen, and a piece of paper. A page is missing from your initiative book and you need a new initiative. As a group, they must create an initiative using the props provided. You may want to give them a theme to build around, such as trust or communication. Make sure they address safety issues. This activity is for when groups become familiar with initiatives, so you probably don't want to start with this one. Save it for the end of the day or the second day of an overnight.

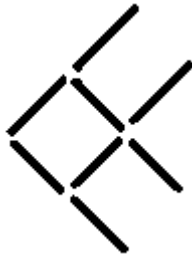
M & M: This initiative is similar to Eyes, Ears, Body. Split the team up so that there are 1-3 people blindfolded and 3-5 people sighted. After the blind people are blindfolded, lay out a rope as a boundary, a course of clothing items on one side of the boundary, and a helmet behind the clothing (furthest from the rope boundary). Give the sighted people (who are on the opposite side of the boundary from the clothing) a list of words they cannot say. Good taboo words include: go, stop, left, right, down, forward, back, the names of the objects on the clothing-side of the boundary, and the names of the blindfolded people. Also tell them that can say only one word at a time, and that they must speak in turn (i.e. they cannot speak again until all the sighted people on their team have said one word). They are mute unless it is their turn to speak again. The goal is to have the sighted people guide the blind people to the items using verbal commands, have them dress a fellow blindfolded team member, and then walk around the helmet and back towards the sighted people and across the boundary. Consequences may be given if anyone says any of the taboo words, whispers (does not honor their muteness), or says more than one word at a time. A good consequence is giving them a nonsense word that they must say when it comes time to say their one word (ex. taco, duck, etc.).

MONSTER: Group must create a monster that moves as a unit using a certain number of hands and feet touching the ground (ex: for a group of 10, it must have 3 hands & 6 feet).

NOT SO HUMAN KNOT: Group stands in a tight shoulder-to-shoulder circle. Each person crosses their arms; right over left or left over right (all need to be the same) and grabs the hand of the person to either side of them. With hands held tight and without raising their hands above their heads, the group needs to get untangled.

OBJECTS GAME (E): Everyone in the group is blindfolded. Various natural objects are place in the hands of each of the participants and they are given the opportunity to get to know their object. Don't tell others what it is, though! The objects are then passed around the circle until the participants each get their own object back again.

ONE FISH, TWO FISH: Using eight noodles, create the following picture of a fish. The goal is to get the group to make the fish swim in the opposite direction in no more than three moves. A move is considered any time a noodle is picked up and set back down again. This initiative can be varied with two teams competing against each other or as a version of Eyes, Ears, Body, etc. In order for this initiative to work, it is important that when the fish is made, all the noodles are at 90 degree angles with each other.



PAPER PORTAL: Fold the paper in half. On the folded end, about an inch from each side, cut a slit until you are near (again about an inch away from) the open-ended section of the paper. Then, cut in between those slits - effectively cutting along the folded edge but only the middle portion. Turn the paper and now start cutting from the open-ended part of the paper, and do so on each side. Then flip the paper again and do it on what was the originally folded side. You are essentially rotating which sides you cut from. Do this until you need to make only ONE final cut in down the middle. Open it up and voila!

PATH OF EXCELLENCE: Place a grid of carpet squares on the ground (5 by 5). Facilitator has a personal map of the path that the participants need to use to get through the grid. As the group tries to find the right path, the facilitator must tell them if the move is part of the path or not. If they step on a square that is not part of the path, they must retrace their steps and allow someone else to try.

PING PONG BOUNCE: The directions for this activity are in the book, "The More The Merrier" by Sam, Chris Cavert, and Faith Evans. The directions begin on page 326. Have the group gather in an urban sprawl, but then move into a wagon wheel of 4 or 5. Direct the group to make a hand stack. The person with their hands on the bottom just volunteered to come and get the direction sheet and listen to the pre-brief of the activity with the facilitator. Each group needs a score sheet from the book, a pen, a ping pong ball and a timer with a stopwatch. Allow about 15 minutes for this activity. The objective is to obtain as many ping pong bounces as you can in one minute. The rest of the rules are on the direction sheet from the book. Allow the leaders to ask any questions of you, the facilitator. It is up to you to interpret what is meant by a "catch". After the fifteen minutes are up, flip the direction sheet over and have each group go through the debrief questions as a reflection.

PLANE CRASH: The entire group is blindfolded. As quietly as you can, tell 2 or 3 people to take off their blindfolds and follow you. The sighted ones are to be told that the rest of the group has been in a plane crash that has rendered them all blind. The designated sighted people are natives who know the safe path to their rescue site. However, they don't speak a Latin based language and it is taboo on their island to have any physical contact. They must create their own language and then get the crash victims to follow them to their rescue site without touching them.

POPSICLE PUSH UPS: The challenge is to see how many people can get up off the ground with only hands touching the ground and with everyone touching someone else in the group. No props are allowed. Goal is to stay off the ground 5 seconds.

PRUSSIC PASS: Players form a circle and pass one or more hula-hoops around the circle as quickly as possible without letting go of hands. It's fun to time this one and try to beat the group record.

PRUI: Players close eyes or are blindfolded and try to find the "Prui"(the Prui doesn't speak), members go around shaking hands and asking, "Prui?". If a member is not the Prui, they answer back "Prui." If they are the Prui, members join hands with the Prui until all members are connected.

PUNCTURED TRASH CAN: Use the punctured trashcan in the Sheepshank with buckets or using a hose. Challenge the group to fill the can to overflowing with water (or give them a mark to reach). Only body parts may be used to plug the holes.

RODS & NUTS: Each student is given a wing nut and told that they are the only one who can touch that particular wing nut. Small groups are then presented a threaded rod and told that anyone may touch or handle

the rod. On a signal, the group must have each wing nut threaded down the length of the rod. This can be done for time attempting to set a record to beat the previous attempt.

SCULPTURE: Divide the group into teams of three. Designate a sculptor (blind), clay (mute) and a model (mute). The blindfolded sculptor forms the clay into the same shape as the model. Be careful of touch issues!

SKIN THE SNAKE: Everyone stands in a single file line facing the back of the person in front of them. Have the participants raise their right hand and put it between their knees. They should then take their left hand and grab the person's right hand in front of them. Undo the tangle without stepping over anyone's hands.

SHOE TWISTER: Everyone takes off their shoes and puts them in the center of the circle. Everyone then joins hands. When the group is given the signal to begin, everyone must get their shoes back on without touching their own shoes and without letting go of anyone's hands.

SOUNDS(E): Have participants lie on their backs with both fists held up in the air. Each time someone hears a new sound, they lift a finger. See how many different sounds or birds you can hear in a certain amount of time.

SPAGHETTI SOUP: This is a rope coil version of the human knot. Tie the ends of a length of rope together using a knot that will not come easily apart. The length of the rope should accommodate the size of the group. Usually 4-6 feet for each participant will be enough. Coil the rope in 3-4 foot loops and lay it on the floor. Ask each participant to bend over and grab the rope on the opposite side of the coil with one hand and remain bent over or close to the pile of ropes until everyone has grasped the rope before they all stand up at once. When they stand up they are requested to remain grasping the rope with that same hand until the activity is complete. Participants may be allowed to slide the rope through their hand but may not release and re-grasp the rope.

STICKY SITUATION: Needed is a $\frac{3}{4}$ or 1 inch roll of masking tape per group. Set-up the boundaries for each of the groups (the number in each group will determine the size of the boundary area). Place all members in the boundary area & hand one of the participants a roll of masking tape. Their challenge is to stay within the boundaries while completely unrolling the roll of masking tape without breaking it. The tape is only allowed to touch the skin of the participants: not clothing, hair, or any other objects outside the boundary area. The tape cannot touch itself either. The size of the boundary area does matter, the larger the area, the easier the initiative.

TEAM ON A TARP: The group starts by standing on a tarp or blanket. The goal is to flip the tarp/blanket over while everyone is still standing on the tarp/blanket without touching the ground.

TEXAS BIG FOOT: Group must stand shoulder to shoulder and put an arm around the person on either side of them. The goal is to have the entire group to take 3 steps into the circle and remain standing with everyone touching the ground. It's a challenge!

TIE ONE IN: Using pieces of rope 5-6 feet long, ask two participants to grasp one end each. Without letting go of their end, partners should tie and overhand the knot in the center of the rope. If you have some gifted and talented participants, you can ask them to tie a figure 8 or any other knot you think that they can complete.

TOUCH MY CAN: Give a group a soda can and break them off into pairs. Either secretly or out loud give each pair a body part (arm, nose, ear, toe, etc.) and tell them they can only use those parts to pick up the can and lift it in the air. You can give each person a different body part if you want.

TOXIC WASTE: The challenge is for the group to work out how to transfer the "holy grail" (object in the center – water bottle, etc.) from the middle of the circle to outside the toxic waste (this is established with a rope boundary). They may only use the equipment provided and within a time frame. The waste will blow up and destroy the world after 20 minutes if it is not neutralized. Anyone who ventures into the radiation zone and touches the toxic waste will suffer injury and possibly even death, and spillage will prevent them from receiving the cup of life and living forever. Therefore, the group should aim to save the world and do so without injury to any group members. The rope circle represents the toxic waste. Anyone who touches the toxic waste or materials provided that have also been tainted by the toxins will suffer severe injury, such as loss of a limb or even sight.

TRAFFIC JAM: Divide the group into two teams. The teams face each other in single file lines with each person standing on a carpet square. Place one carpet square between the two teams. The object is to have the teams pass each other and trade places. The rules: you cannot go backwards, only one person on a square at a time, you can only pass onto an open square, you cannot pass anyone from your own team or more than one person at a time.

TWELVE FEET OFF THE GROUND: Object is to get the whole group 12 feet off the ground. The easiest solution is to sit on the ground and have a group of 6 people lift their feet up off the ground. Adjust the number of feet that need to be off the ground according to the number of people in the group.

THE SHELTER: The objective is to build a free-standing shelter that the whole group is able to fit underneath, using newspaper and masking tape. Break the groups into smaller 5-7 person groups. Give each group a stack of newspapers and one roll of masking tape. Each group is given up to 12 minutes to plan their strategies. During the planning stage no one from the group is allowed to touch any of the materials. When the group is ready to start the activity, no one is allowed to talk at any time during the construction of the shelter. All the groups should be given the same amount of time to complete the activity (20-30 minutes). The structure is free-standing, so it shouldn't be supported by or attached to any walls, ceilings, chairs, taped to the floor, etc. or held up by participants. All participants of the group must be able to fit under the completed shelter. Talking should take place only during planning.

UNNATURAL TRAIL (E): Participants walk along the trail one at a time trying to spot hidden objects along the way. If all the objects are not spotted, then try again. Discussion: Camouflage and how it works to help animals.

WARP SPEED: The object is for the ball to be touched by everyone in the group in the shortest time possible. It can be done in 1 or 2 seconds or less!

ZHINNZER'S MARCH: Participants each get a new "unsharpened" pencil. They hold the pencil in their right hand with the end of the pencil on the tip of their index finger, holding it with the thumb and second finger. They then take their left hand and place the tip of their index finger on the pencil of the person to their left. After they have left their index finger "firmly" on the eraser end of their partners' pencil, they release the thumb and second finger of the right hand. At this point, everyone has two fingers on two pencils and the fun begins. Ask the circle of participants to perform some action or activity without losing a pencil.

ZOOM: This engaging group activity helps develop communication skills, perspective taking, and problem solving skills and is based on the intriguing, wordless, picture books "Zoom" and "Re-Zoom" by Istvan Banyai which consist of 31 and 30 sequential "pictures within pictures". The Zoom narrative moves from a rooster to a ship to a city street to a desert island and outer space while the Re-Zoom narrative moves from an Egyptian hieroglyphic to a film set to an elephant ride to a billboard to a train. Hand out one picture per person (make sure a continuous sequence is used). Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Encourage participants to study their picture, since it contains important information to help solve a problem. The challenge is for the group to sequence the pictures in the correct order without looking at one another's pictures. Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story. When the group believes they have all the pictures in order (usually after ~15 minutes), the pictures can be turned over for everyone to see.

RAINY DAY ACTIVITIES

While storms may alter the way you play or what you play, a good leader will never let foul weather get in the way of fun at camp! Tips for keeping spirits high and campers safe:

RAIN: Group simulates the coming and going of a rain storm using sounds made by their hands and feet. In a circle, the leader begins a sound and each in turn copies the leader until all are making the sound. The leader then changes to a new sound and each in turn picks it up, going around the circle until all are making the new sound. The progression is as follows: Silence, the rub hands together briskly; snap fingers; clap hands lightly; pat thighs vigorously; add stomping feet to patting thighs [loudest]—Stop stomping while continuing patting thighs; clap hands lightly; snap fingers; rub hands; silence.

THAT'S EXACTLY WHAT IT IS: Use your imagination and invent things! Leader takes an object and demonstrate's its use as something other than what it is, while saying "This is a _____ " (whatever s/he is pretending it to be). The group responds: "That's exactly what it is", as if they "get the picture". Leader might give another example, then pass the object along to another group member who wishes to demonstrate whatever he wold like to interpret and present the item as. For instance, a bandana can be a bull fighter's camp, a face mask, a whip, blindfold, a helicopter or airplane propeller, a cape. Keep going around until ideas have run dry, then say "This is the end" and that is exactly what it is!

OOBLECK: Inspired by Dr. Seuss's Bartholomew and the Oobleck (read it if you have it!). Make a batch of Oobleck by pouring a 16 ounce box of Corn Starch into a bowl. Add one cup of water, slowly, so it doesn't get too goopy, too fast. Add more if needed, but start with a cup. Mix it up with your hands and pass it around so everyone can have a turn mixing. Divide it up and play with it! It brushes off of clothes when it dries, and can be swept up when dry, too.

FAVORITE MEMORIES OF CHILDHOOD PLAY: Sharing favorite things you used to for fun! Promotes listening skills and helps people get to know each other better. Pair up the participants. One partner speaks for two minutes while the other listens carefully, then reverse roles. Good to use while waiting for an activity to start, or waiting out a rainstorm in a tent.

TRUST ACTIVITIES

Trust is a powerful tool and an essential educational tool; it is the key to personal involvement. At the end of the day, it's satisfying to hear students say, "I'd like to try that," in contrast to their initial reaction of, "No Way!" A part of the reason for this growth in personal confidence is the establishment of trust. Trust that: I don't have to "do" everything, the safety equipment and procedures work, what the facilitators say is honestly presented, if I try something and fail my peers will be supportive of my efforts, I will not be laughed at or made to appear foolish, and my ideas and comments will be considered without ridicule.

An individual will seldom take a physical or emotional chance if they perceive callousness and unreasonable risk as part of that risk-taking. A group surrounded with positive experiences and successes will experience trust growing apace with personal confidence.

Trust, within the framework of an adventure curriculum, is gained with patience, thoughtfulness and care over a period of time, and can be damaged or lost in a second by carelessness or inconsiderate behavior. Cultivate and protect the trust that an individual offers and shares. -Silver Bullets by Karl Rohnke

Proper Spotting Techniques

Spotting means breaking a fall, not assisting the participant with the activity. Do not hold onto them during the event. Allow them to reach beyond their limits and actually begin to fall and then cushion their fall.

Proper Position:

1. Feet shoulder width apart
2. Knees Bent
3. Hands up and protecting the head and neck
4. Eyes on the participant

Use commands before you begin! They are:

Participant: Spotters ready?

Spotters: Ready

Participant: Falling

Spotters: Fall Away

BOOK ENDS: A three-person trust fall, with participants falling sideways into the arms of spotters at their shoulders. Spotters stand at the sides of the faller with their hands directly on the faller's shoulders. Faller stands with feet together and hands clasped and held at his/her chest. After commands are used and which way the faller will begin is designated, the faller can begin. The faller is then passed back and forth between the two bookends and stood upright when the faller is ready. Done well, the faller can become almost horizontal with an exciting free-fall as they are passed from side to side. The faller needs to stand stiff; if s/he is nervous and does not hold his/her posture, build confidence by asking him/her to start slowly and work up.

ELBOW LEAN: This activity requires pairs who begin by standing side by side, facing opposite directions. Their right feet are next to each other. Using strong communication skills, the two grasp each other hand to elbow and

lean back. The two must talk to one another to find out who needs to lean more and when to end the lean and stand back up again. Then, the two link hand to wrists and lean back. Finally, the grand challenge is to grasp hands and lean back. Remember: the participants must keep their backs straight!

EVERYBODY'S UP: Partners sit back to back and lock elbows. The goal is to stand up without using hands. Variation: once it is achieved with two, add more people to the groups.

HUG A TREE: Divide the group into pairs. One person out of the pair will volunteer or be appointed to be blindfolded. Their partner will then take them on a walk and to a specific object (works great with trees) which they will have to find their way back to once they have sight again. Therefore, that person can use the senses whatever senses and strategy they would like to remember what their object is so they can return to it. Once the person takes off their blindfold they have 3 guesses to find their object and then they switch and their partner is blindfolded.

HUMAN CAMERA: Ask the group to partner up. Have one partner close his/her eyes and the other partner leads him/her to a interesting object that they would like to record on retinal film. Make sure the person is standing directly in front of the object that you would like him/her to see. Gently tap on his/her shoulder to activate the shutter. At this time the "camera" opens his/her eyes for a brief moment to "take the picture." After each photographer has taken a few photographs, the two individuals can discuss what they have jointly recorded.

LEVITATION: Everyone in the group but the "levitator" is a spotter. The levitator lays on the ground on his/her back with hands clasped and held against their chest. The rest of the group positions themselves around the levitator with their hands under them (one or more people should be specifically in charge of the head and the neck area). The levitator can then choose how high they would like to go (knees, waist or shoulders) and if they would like to be rocked on the way down. After that is established, commands are used (spotters ready, ready, lifting, lift away), and the person is ready to go.

MOUSE TRAPS: Participants set mouse traps and then lower their hands flat onto the mouse trap to unset it without causing it to snap. A further challenge would be for participants to pair up, having one blindfolded and one sighted. The sighted partner must verbally guide the blind partner's hand down onto the mouse trap to unset the trap without it snapping.

PARTNER PULL-UP: Partners face each other, sitting down with their toes touching. They reach forward, bending their knees if they must, grasp hands and pull together to try to stand up and then sit down again. Variation: Add group members one at a time until the entire group can stand up together.

SHERPA WALK: Participants are given blindfolds and can be asked to get into a formation that can move or they can hold onto a rope. The person in front guides the group by following the clapping hands of the facilitator. Make sure that participants are aware that if at any time they feel uncomfortable, they can let you know, take off the blindfold, or say the word "freeze" (if said, everyone stops where they are until the situation is deemed safe again). Variation: pair walks where one leads and the other is blindfolded.

TRUST LEANS: Everyone gets a partner. Of the pairs, one person stands in front of the other. The partner in back is the spotter and gets in proper spotting stance. The partner in front crosses his/her arms across his/her chest, says commands, and leans back. The spotter gently catches the faller and pushes them upright. Once this has been done, the partners should switch places and try again. Partners should try to move farther apart. It is helpful to pair partners of similar heights.

TRUST RUN: Group divides in half with opposite sides facing each other at arm's length. Their arms should be extended and interwoven. One person in the group is designated to run through the arms at top speed. The group should raise their arms at the last possible moment so the runner can progress through the two lines without any contact.

WIND IN THE WILLOWS: Have the group form a circle standing shoulder to shoulder in proper spotting stance. One person stands in the center of the circle and crosses his/her arms across his/her chest. That person says commands and leans back into the circle, keeping his/her feet planted. The spotters in the circle gently pass the person's upper body around the circle once and then stand the person back upright. Everyone should take a turn.

YURT CIRCLE: The group forms a circle by holding hands or by holding onto a rope circle. If feet are planted and everyone stays stiff, the group should be able to hold on and lean back without falling. When the group can do that without anyone taking a step back, have the participants count off by 1's & 2's. Have the 1's lean out while the 2's lean in and then switch. Variation: Have them go to a seated position and then back to a standing position.

FLOWER POWER: Partners stand toes to toes and hold hands or grab forearms. They attempt to lean back and straighten their arms. After successfully completing this they find another pair and stand toes touching, facing one another. They are requested to do the same thing by grabbing each other's hands or forearms and attempt to lean back and straighten their arms. Then a group of eight attempts the same movement.

NIGHT GAMES

BAT & MOTH (E): See description in Ice Breakers.

CAPTURE THE FLAG: Two teams are on opposing sides in a designated area. Each team has a jail and a flag (bandana) on their side. The object is to retrieve the other team's flag without getting tagged and going to jail. It is suggested to put cones around the outer boundaries and the division between groups (and for jail if not using an object on the grounds). Rules good to present include: guard flag and jail 5, 10, or 15 steps away, to get out of jail a person from your team needs to tag you out of jail and hold your hand across division line, and there will/won't be jailbreaks.

CHARADES: Have a list of objects, actions, etc. for the group. Divide them into teams. One member from each team comes up at the same time to be given a word. The word may be the same or different for each team. They go back to their group and make actions to convey the word to the group. The enactor may not speak at all, but may make hand motions to indicate that the group should keep guessing or has the wrong idea. The group is finished when they have completed the list of words.

FLASHLIGHT TAG: Any form of a tag game that you like, except "it" uses a flashlight to tag rather than physically tagging.

ONION & FLOUR (E): **Materials: Pieces of Onion & Flour. Split the group into 2 groups. Have an facilitator/chaperone in charge of each team. There are two rounds. First round, Team A is the prey: squirrels that have been munching on onions. Team B is the predator: foxes. Team A is given onion pieces and they are given 5 minutes to hide, while the foxes close their eyes and wait. As the squirrels are hiding, they need to rub onion on objects that they pass (blades of grass, trees, etc.) to leave a scented trail that leads to their hiding spot. After 5 minutes, the foxes can start sniffing to try to find the squirrels. When they find the squirrels, the groups switch roles. For the second round, Team B is field mice and Team A are snakes. The mice are given a bag of flour and 5 minutes to hide. They must leave little dustings of flour on the trail to their hiding spot. These dustings represent the mice's poo poo, and after 5 minutes the snakes "sniff" for the scat of the mice. In the dark, the flour will glow.**

SKITS IN A BAG: Prepare a bag for a skit for each group. In these bags, include any wacky props, phrases/words, lyrics, and/or themes that will become part of a skit presented by the group. Have it be for pure entertainment or a little competitive. If you make it competitive, you may include the requirement that all items in the bag are used, or the group is disqualified. You may include a panel of judges too. Be creative with the bags in order to encourage groups' creativity.

SLEEPING MISER: Choose one person in the group to be the Sleeping Miser. S/he sits greedily in the center of a circle protecting a "valuable" object. The Stalkers (the rest of the group) form the circle around the Miser. As the Miser sleeps (either by being blindfolded and/or being in the dark with a flashlight), at a signal the Stalkers attempt to retrieve the Miser's object without waking her/him. If the Miser wakes, she/he points to the area where she/he heard a sound (with finger or flashlight). If the Miser has successfully pointed at someone, that stalker must freeze. A referee is good to have for debates. When a number of stalkers are frozen, have frozen ones start back in the circle. Make sure unfrozen stalkers do not move forward during this time-out period. Allow no running

or diving for the treasure. The stalker who succeeds in capturing the treasure is Miser for the next game. This is a good activity to prepare a group for being quiet on the trails "stalking" secretive animals.

SONG WARS: Prepare a list of topics/words to present one at a time to the group. The group will be split up into teams. You choose the number per group and therefore also number of groups. After the group is split into teams, present them with one of the topics or words. The object for each team is to think of as many songs using that word or topic. A team is eliminated if they cannot produce a song within a set time limit (2 minutes, 30 seconds etc.) after the team before them finishes singing. The song also needs to be an actual song of which the team sings at least 6 words of it including the required word or topic. The song also needs to be sung (known) by the entire team. The game goes in rounds until there is only one team left. Play as many rounds as you like.

WATCHER OF THE ROAD: The watcher sits on the ground with closed eyes and flashlight in hand. The participants line up at a starting point. Several people try to stalk, pass him or her together and reach home base. If the watcher hears anything, s/he shines the light in that direction. Anyone the light touches must freeze. It's no fair sweeping the light around. The first to pass the watcher and reach home base becomes the next watcher.

NIGHT ACTIVITY DISCUSSIONS

CHANGES IN SURROUNDINGS (E): Discuss the various changes that occur after the sun goes down and as night falls. If campers cannot respond, mention the difference in light, that temperature becomes cooler, moisture increases, and wind decreases.

FEARS IN A HAT: Pass out slips of paper and have participants write a fear they have about being outside in the dark. They should not put their names on them. Put all the slips in a hat. Pick them one at a time then read and discuss them. People may feel more comfortable admitting their fears, since they are anonymous.

HUMAN VISION: The iris is the colored part of our eyes that expands and contracts to regulate the amount of light that enters the pupil of our eye. It takes about 15 minutes for the iris to fully adjust to a change in light. The **retina** is the inner layer of the eye. The retina contains the light detecting cells **cones** and **rods**. Our eye has 125 million rods and 7 million cones. **Rods provide black-and-white vision in dim light and enable us to see at night.** They are concentrated around the edges of the retina, which is the reason for using peripheral vision (shifting eyes) more at night. **Cones allow colored daytime vision.** They are concentrated toward the center of the retina, which is the reason we cannot not look straight ahead at night without having the objects black out. Rods contain the pigment **Rhodopsin** (visual purple) that makes it possible to see at night. Rhodopsin breaks down if in contact with light. It takes several seconds for it to reform when back in dimness; this (along with pupil adjustment) is why it takes our eyes several seconds to make out shapes in a very dark atmosphere. It takes 45 minutes for Rhodopsin to be fully resynthesized to give the highest quality of night vision. Three important physical changes that occur as a result of the change to "night eyes" are: (1) **Poor color vision** (2) **Difficulty to focus close-up** (3) **Stronger peripheral vision.**

NOCTURNAL ANIMALS (E): Many animals take advantage of changes at night to feed, move about, and hunt prey. Some feel safer at night, since visual cues decrease. Some are adapted to see/hear well at night. Discuss which animals are active at night (nocturnal): skunks, foxes, raccoons, opossum, bats, some squirrels, mice, spiders, owls, and many insects such as fireflies, crickets, and katydids. Talk about the kinds of activities they may be engaging in: owls hunt for food, voles and mice feed on seeds and plants under cover of darkness, bats use echolocation to find insects for food, spiders spin webs and catch insects, crickets and katydids call to establish territory or to seek mates, and fireflies also flash to attract mates.

NIGHT-HIKE SENSORY AWARENESS (E)

Rules/Assurances

As Facilitator

1. Walk only on paths you are thoroughly familiar with.
2. Stick to paths and/or roads.
3. Wear light colored clothing makes participants and yourself more easily seen.
4. Definitely bring at least one flashlight for emergency use.
5. Make sure kids are appropriately dressed, since temperatures drop.

6. During time period for night vision activities, eliminate any contact to artificial light.
7. Group members should not possess flashlights until an activity requires them.
8. Red-Covered Flashlight: Because nocturnal animals have rod sensitive sight (light sensitive rather than color), the red covered lights are used to spot and observe the animals in the wild. It is much better for trip leader to read maps by the red light rather than the traditional white lights because it will not harm the animals or detract from night vision.

For Group Participants

1. Use night whispers (NO SCREAMS) and quiet walking.
2. Stick together. Walk single file holding the shoulder of the person in front of you or with one hand holding in front and one holding behind them.
3. Take small, slow steps with feet lifted off the ground. There is more control and tactile sensation through the feet.
4. Share information with other group members about potential hazards (branches, rocks, roots, etc.). This could be done like a "pass it on" activity.
5. No one walks ahead of facilitator.
6. All flashlights should be left at camp or given to an facilitator/chaperone until needed.
7. This walk is not meant to frighten anyone.
8. No harmful creatures or people are in these woods.

CALLING ALL OWLS: One of the most exciting events that can happen during a night hike is the calling down of owls. This activity however takes practice and preparation. Since owls are territorial, they will respond to imitations (or recordings) of their species' specific calls. Mastering owl calls is quite difficult. To substitute imitation, use a recorded version of the call. Put each owl's call on its own cassette and record it over and over, to fill up the tape. It may be best to check the calls prior to see if these owls are in the area. If successful, it is very rewarding. Sometimes more than one owl will respond and may get quite close.

COLOR VISION: In a dark area, after the group's eyes have adjusted to the dark, pass out one square of construction paper and one crayon of various colors to each member. Have them draw any geometric shape on their paper. Then they should try to write the color of the paper and then the color of the crayon on their colored square. Remind the group the order of listing so there is no confusion of which color is guessed for paper and for crayon. Collect the crayons and have the group put their paper in their pockets until later in the light. Explain the process of rods seeing black-and-white at night and cones seeing color in the light. When in the light, recap the colors they guessed and their accuracy along with any other feelings about the night hike experience.

CRICKET FORECASTING: If you can discern the chirps of the snowy cricket (steady, evenly spaced), count how many you hear in fifteen seconds, add forty to get the temperature (°F). If you can concentrate on one cricket, this really works, since cricket's actions are governed by temperature, slowing down with cold, speeding up as it gets warmer.

DISAPPEARING FACES: This activity will demonstrate to your group how to look at objects in subdued light. Have members grab a partner. Have the partners stand facing each other. Have them stretch out their arms while holding onto their partner's elbows. Now they should stare directly into their partner's face. The face should disappear from view. This goes along with the peripheral vision experiment. The cones are concentrated in the center of the eye; therefore, this area does not work during darkness and causes a black out. Thus, looking indirectly, from one side, will be more effective in the darkness.

LIGHTS OF THE NIGHT: Seek out luminescent plants or animals. Look at fireflies if it is the appropriate season. They are most active right after dusk. Count the time lapse between flashes to see if you can differentiate the types of flashes of various species. Look for Foxfire, the luminescent fungi that grow on some rotting wood. Its luminescence increases when it is moved. Also look for glowworms in various larval or pupal stages. You may find these in leaf litter, in the soil.

LOOK, LISTEN, TOUCH AND SMELL:

Look

Tree silhouette: where is the skinniest, fattest, straightest, shortest, tallest and most crooked tree in the area? Do you see anything glowing or reflecting light?

Listen

Have campers cup their ears to enhance any sound. Discuss nocturnal animal ears being large and upstanding. Listen for animal sounds. In Autumn, listen for crickets, katydids, and grasshoppers. Differentiate the sounds. Katydid says its name: Ka-ty-did. Rustling trees may be squirrels. Some of the bats sounds are audible to humans, although many are at too high of a frequency. Close your eyes. Does the sound seem any louder? How does nighttime hearing compare with daytime?

Listening Station: At a bench or other comfortable sitting area, encourage the students to listen for sounds: first manmade sounds and then natural sounds. Encourage them to listen to these sounds throughout the hike.

Touch

What does your sense of touch tell you about this area?

Is there any wind?

What is the temperature outside?

What kind of ground cover are you standing on?

Have there been changes in habitats since we started walking?

Temperature Change: To demonstrate the principle that earth and rocks retain heat longer than the surrounding air, have the participants feel a large rock or stonewall and the ground. Wait until the air temperature drops a bit so that the difference will be more apparent. You may also discuss the ability of concrete to retain heat, hence warm cities at night.

Smell

Are you or your group members aware of any subtle smells? Most humans have a poorly developed olfactory sense. However, evening smells are still good to point out. Some flowers do release their scent at night to attract night insects. The evening primrose and jasmine are two of these. Perhaps there will be skunk odor (hopefully at a distance). Point out the warning coloration of a skunk. The white stripe is visible in the dark.

MAGIC BERRIES: Bring some Wintergreen Lifesavers (sugar-free will not work). During the hike in a dark area, get the group into a circle and pass a Lifesaver out to each participant. In order to eat them, they must chew them with their mouth open and with someone watching them. It's helpful for the facilitator to do a demonstration. The Lifesavers will spark in the dark.

MAGIC ROCKS: Get two quartz crystals and rub them together. Ask for observation/explanations. Rocks glow due to static electricity from the friction. Let the students try it.

NIGHT VISION ADJUSTMENT: Near the end of your hike in a dark area, have participants sit in a circle. Place an unlit candle (flashlight/lighter will work too) in the middle and tell participants to gently close one eye and cover it with their hand. They should keep this eye closed and covered the whole time the candle is lit. When they are ready, light the candle and read them a story or begin debriefing hike experience for about 5 minutes. Then blow out the candle and have them open their closed eye and close the eye that was open. Have them switch back and forth several times. They should be able to see much better out of the eye that they kept closed. This is caused by the adjustment of the pupil and of Rhodopsin (and rods).

PERIPHERAL VISION EXPERIMENT: While it is still light, have participants hold their arms out sideways and take note of how far back they can still see both of their wiggling thumbs at once (in other words, how wide their peripheral vision is). Then, once you have been out in the dark for a while, do the same thing again. If everyone's eyes have adjusted, their peripheral vision should have improved. They should be able to hold their arms further back and still see wiggling thumbs. Explanation for this is the location of rods (outer part of the retina). Therefore, peripheral vision is stronger with night vision.

SCAVENGER HUNT: Give the kids a list of things to find on the hike.

SINGLE-FILE WALK: Have participants hold hands and walk slowly through the woods for 5-10 minutes without talking. Then stop and have each person relate what they heard/felt.

SOLO: Have each person find his or her own spot within reasonable distance from the facilitator and experience what it's like to be alone in the dark.

ACTIVITIES REQUIRING FLASHLIGHTS (E)

CRICKET HUNTING: Try to find the crickets or grasshoppers that are responsible for the sounds. Follow the sound, and then flash the light on it.

GLOWING EYES: Try to catch the reflective eyes of animals by very slowly shining a good light around. You might pick up a pair of red, glowing eyes possibly from raccoons, opossums, cats, etc. The glow of their eyes in the dark is caused by an extra layer behind the retina that reflects back the light that enters the retina. This increases the acuteness of their vision. You may also try "spider sniffing" with a flashlight. The wolf spider eyes look like tiny glowing diamonds when light bounces off them.

NIGHT FEEDER BAIT: As you start the hike, you can paint a tree trunk with an overripe banana or other sugary mixture. On your way back from the hike, see what has been feeding on the mixture.

UNDERWATER SEARCH: Shine light beams into the water to see the activity taking place. There are many active eaters at night. Also be aware of beavers swimming or beating their tails at George or Redman. A trick to try is sealing a light into a glass jar and submerge the jar illuminating underwater.

WEB BUILDING: Look for a spider building its web. Shine the light on it and observe the mini-engineer as it constructs its food catcher. Look in corners of building where roof and porch beams meet, in a hole in a tree, or in between fence posts.

WHITE SHEET TRICK: Set up an old white sheet with a light shining on it, or behind it. See what the light brings.

DEBRIEFING ACTIVITIES

BODY PARTS: With a collection of body parts (Mr. Potato Head set works well) you can use these items to represent feelings and experience. Ask your participants to relate an experience to one of the body parts before them or have them blindly grab one out of a bag and explain how it was used in the activity. The ears might represent a moment when group members started listening to each other's ideas, the glasses might have been a moment that insight was provided, etc.

CAR/HOUSE PARTS: Ask each person to choose the part of a car or part of a house that best represents their role within the group or particular activity. For example, the foundation might be the person that is like the rock of the group, the computer provides information, the mirrors help see things that aren't always obvious, etc.

CHIJI CARDS: Chiji is a Chinese word meaning important moment or significant opportunity. The cards can be laid out to represent a strength each person feels they have, something that represented a moment in the activity, the whole group could choose 3 cards of their experience that tell a story, or determine only one card that represents the entire activity.

COMFORT CIRCLE: Have participants stand near the circle or middle object relative to their comfort level with something. It can be done reflectively after an activity, or at the start of the day in discussing the Challenge by Choice philosophy. This will give the facilitator an idea of how people are feeling about their upcoming or past experiences.

COMMUNITY PUZZLE: Participant can portray their "piece of the puzzle" with artwork and discussion and reflect on how their piece fits into the whole as the group completes the puzzle.

DOMINO/ONIMOD: Give each participant a domino. Ask them to get into groups of 2 or 3 matching the numbers they have on their domino. For example, if I have the 4-3 domino, match with someone that had a 4 or 3 on their domino. Ask appropriate processing questions so each person has a chance to answer the question in their small groups. Getting individuals comfortable sharing in small groups will help them when the time comes to share in a large group.

FILLED CONTAINER: Throw odds and ends in a plastic container (an old Peanut Butter container works great) and fill the extra space with sand or rice. Add any small objects you like – rocks, paper clips, rubber bands, keys, candles, charms, etc. Pass the container around and ask participants to find something that represents their feeling or role in a particular activity. A rubber band might represent how they were feeling stretched thin, a quarter might represent how they were feeling valuable, etc.

HUB OF INVOLVEMENT: With an object in the center of the circle, have folks stand by the object relative to how involved they felt during the activity. See if they would make any changes after each person has chosen a place to stand. Discuss the levels of participation and how they might relate to leadership and cooperation in making an activity successful.

INDEX CARDS: Write a processing question on an index card and pass one to each participant. Instruct them to find a partner and discuss whatever question they have on their cards with one another. After a few minutes, tell them to switch index cards and then find a new partner. After a few exchanges bring them back into a large group and ask for volunteers to share some things they heard. This can also be done with facial expression picture cards or word cards.

MINIATURE METAPHORS: This pocket size container has 32 different charms in it – an engaging treasure chest assortment of goodies in a tin. They can choose a charm similar to what the Chiji or word cards might represent about their experience or expectations.

NATURE OBJECT: Have group members find an object in nature that they can bring back to the group (as long as it doesn't disrupt nature) and share how it represents them or something they felt or experienced.

ONE TO FIVE: Ask participants to show on their hands how they felt the activity went on a scale of one to five and have them explain why.

ROPE SCALE: Allow the group to place a rope on the ground and have each person adjust a rope so that it shows their high points throughout the activity. For example, the group may decide that generally, everything improved as the day progressed and the rope will be in a diagonal shape. Then have group members add in high points and low points and talk about how they moved on and learned from them and what they can take away from the experience.

ROSE, THORN, & BUD: At the end of the activity, have each person share their rose, bud, & thorn – something they enjoyed about the activity (rose), an area that needed improvement (thorn), and something they hope to take away that they learned (bud).

SHUFFLE LEFT, SHUFFLE RIGHT: In a large circle, everyone starts by shuffling to the left. If someone has something they want to say, they call out “STOP!” and they have a moment to share. Then they give the group a direction to shuffle by saying “Shuffle Left” or Shuffle Right”. When the group gets to a lull the facilitator starts a countdown from 10, 9, 8, 7 ...until no one has anything left to say.

SNAPSHOT: Ask group members if they could have taken a picture at any moment during the day or activity, what they would have taken a picture of and how was it representative of their experience, group, or a learned moment.

STARBURST EXPRESSION: Allow each person to take 3 starburst (or any other kind of colored candy) and after they've chosen, choose significance for each color. For example, if you chose orange you must tell your favorite part of the day/activity, yellow something you learned, red was something positive you contributed, etc. Then after you've shared you get to eat your candy!

THUMBS UP, MIDDLE, & DOWN: Have group members show with their thumbs how they thought the activity went with thumbs up, middle, or down and have them explain why they chose what they did.

TRAFFIC LIGHT: Using the metaphors of a traffic scene, ask what the group was doing well (green), what do they need to be careful of (yellow), and what do they need to stop doing (red)?

WEB OF COMPLIMENTS: Starting out with a ball of yarn, one person thinks of something positive another person in the group did over a period of time (activity, day, week, etc.) and gives them a compliment for that achievement. Then they pass the yarn to that person and hold onto the end piece. That person then does the same for someone else, also holding onto their part of the yarn. This continues until you run out of yarn or there is a lull in the group. Talk about what the web you've created represents to your group.

VORTEX: This is a great metaphorical closing for the large group. Have all join hands in a large circle. As facilitator, you drop hands with one of your neighbors. You become the beginning of the line. Walking slowly, you lead the line and spiral inside the remainder of the circle, saying hi to each person as you go. Once the whole circle has spiraled in, re-grasp the hand of the neighbor you had dropped originally, forming a complete circle, with everyone facing outward. Remind the group to take what they have learned here today and use them outside of this group. Next, instruct the group to raise their arms, twist under them, and face the middle of the circle, arms crossed, without losing their grasp. To do this, they will have to cooperate so that nobody hurts any shoulders. They will also have to come closer, physically, as a group. At this point, as the facilitator remind them “see how close we've gotten as a group”.

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PLANNING RAINY DAY ACTIVITIES

By Chris Pallatto

Surviving rainy days can be easy, as long as you follow some simple steps at the beginning of the camp season.

Tip #1: Be prepared for the weather! There is nothing worse than being wet and miserable all day. You are eventually going to have to go outside more than your campers will, so be prepared!

- A \$200 raincoat or a \$2 poncho will do the trick for starters - as long as it keeps you dry.
- Get some rain pants. The best \$30 you will ever spend...
- Bring an extra sweatshirt - after a few hours of dampness, you'll need it!
- A garbage bag makes a quick (and fun) rain poncho. Bring in a box of big heavy-duty garbage bags, and you can make rain ponchos for everyone.
- Hefty makes those wraps that look like shower caps - bring in a box for temporary rain hats.
- Rubber bands and super market bags make great temporary waterproof booties.

Tip #2: Have a Rainy Day Survival Kit! Before camp starts, make a rainy day survival kit. Preferably, use something that is waterproof. A large plastic pretzel container with a screw top lid will hold lots of items, and prevent your supplies from getting crushed as it rattles around the trunk of your car...

Have items that can be used for multiple activities, such as balloons, cards, markers, rubber bands, paper, etc.

Laminate a list of activities that you are going to do on rainy days ONLY! By saving rainy day activities, you can make sure that rainy days are special and fun! You can even tell campers at the beginning of the session that they should hope for rain so they can play "XYZ" game. The laminated list ensures you can preserve "crib notes" for the future.

Tip #3: Make use of cramped space to get to know each other better! What better way to get to know each other than being forced to sit in close quarters all day...

- Have a "Best-Friend" game modeled after the Newlywed Game that asks "contestants" to answer questions about how well they know each other. Give out fun prizes to the campers that know their partner the best.
- Use the Book of Questions for Kids to encourage interesting conversations. Campers pick a random number and the counselor asks the group the corresponding question.
- Do silent interviews. Participants have to tell their partner 3 things about themselves without talking by acting out "charades-style."

Tip #4: Coordinate "stations" with your co-workers. Nothing takes your mind off of a rainy day like lots of activities.

Plan 6-8 quickie activities that can be completed with 10-15 minutes with your co-workers.

- Each counselor starts by leading an assigned activity with their group.
- At the 15 minute mark - the groups rotate to the next counselor, who leads them in their assigned activity.
- So on and so forth... The best ways to make 1-2 hours fly by!!!

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Oobleck Recipe

Materials Needed

- 1 1/2 C. Corn Starch
- 1 C. Water
- Food Color (optional)

Mix the ingredients and allow children to play with the mixture. When "pushed" together, the mixture will appear dry and solid; as children let go of the mixture, it flows like a smooth liquid

Who is it?

Have cards containing the faces of a number of famous people for each group. Give the group a sheet of paper with numbers for each person on the sheets. Members of the group identify the people on their card, and then pass the cards to the next group. Later, pass the answers around.

Defacements

When the camper have finished identifying the people, have them alter each face by drawing in mustaches, beards, freckles, bumps, lumps, stitches, etc. Cross out the numbers with black pen and pass the cards again to see how many of the camper can still identify the famous folks.

Blindfolded

One Camper is blindfolded and is asked to perform some ordinary task; such things as sewing a button on a piece of cloth, lacing a shoe, tying a clove hitch, writing all the group members names on a sheet of paper, drawing the group tent, sorting a collection of nails and screws into piles, by size, etc. Fests
Have each group member, in turn, laugh until he can laugh no longer, or whistle, sing, smile, frown, talk, or (and perhaps this shouldn't even be suggested as it may be in the realm of the impossible) keep quiet as long as he possibly can. The winners in each group will play off at the campfire that evening.

Still Life

A short game. One group member is chosen to be "the artist". All the others assume a comfortable posing position and sit perfectly still while the artist moves about studying them for the painting he is going to create. Should the artist note the slightest movement on the part of his subject, he taps him on the forehead and eliminates him from the game.

Famous Couples

The group makes a list of all the famous couples they can think of. For instance--Adam and Eve, Donnie and Marie, Romeo and Juliette, and on and on. The group with the longest list is the winner. It may be useful to limit the field for the older camper to specific categories, such as married couples, historical couples or biblical couples.

Code Work

A rainy day is a good time to practice the group code. You don't have one? Well, one of the simplest is the S.A.C., or Sliding Alphabet Code, where "a" becomes the first letter of the day of the week. For example, pretend this is Thursday:

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Thus the sentence--"Camp is fun" is written "VTM BL YU YNG" However, to make it a bit more interesting, everything is group messaged in five's, and change its appearance. If a letter is repeated, you simply use the number 2. For example, the word "Booth" would be "U H 2 A 0".

This code is easily written, easily deciphered, yet adds so much to division wide games, treasure hunts, or group activities. A wet day at camp is an ideal time to teach and practice it.

Predicaments

Group "A" makes up a hypothetical predicament, writes it on a card and sends it to Group "B". Meanwhile "B" has done the same. For instance, basing the predicaments on home or camp emergencies, the following might be asked:

Your Camper has developed sudden chest pains. They are very sharp, and have come after a big meal. What should you do?

Your little brother has just swallowed two dozen of your mother's iron pills. Is this dangerous? What would you do?

The farmer whose land we're camped on has given us permission to go to the well near the barn to get water. One night you smell smoke and, as you enter the barn, you see that a fire has started. How would you get the horses out?

Of course the camper will dream up all sorts of better ones than these. The only condition you should place on the predicaments is that those dreaming them up must know the answers.

Camp Newspaper

Provide a sheet of newsprint, lots of black markers, rulers, glue, etc., and ask your lads to produce a camp newspaper, with many newsy items. The paper should include at least one interview with someone outside their tent, one cartoon, a crossword puzzle, an imagined interview with B.-P., or one of their favorite heroes, etc. If you provide a piece of lined paper for each boy, with a suggested topic, and the paper is ruled into three newspaper-like columns, you'll get a neater job and one in which all will participate. Simply glue the smaller pieces of paper to the large sheet of newsprint for your complete paper, and add weather reports, daily words of wisdom, jokes and other fillers, as needed. These make great souvenirs for a leader to keep.

Police Report

Challenge your groups to produce an accurate description of the group Leader which would enable the local police to find him, if he were missing. At the same time the other groups are doing one of the group committee chairman, the group chaplain, or other persons all the camper know well. Then, have these passed to the other groups who, when they read the descriptions, try to identify the individuals being described.

Camp, Division or Group Crest

A rainy afternoon might be a good chance to get the camper busy designing a camp crest. This will not take everyone's interest, so you might run it in conjunction with some of the other suggestions.

Crossword Puzzles, Mazes, Hidden Word Games

There are many books on the market with these diversions. Find a good one and buy a number of copies so that each group can work on the same puzzle. Toss one into each tent, along with a pencil, to see which group can finish the same puzzle first.

Skits

Wouldn't it be great if some group invented a really new skit? Why not challenge your campers to do this?

Songs

Have the campers write new words to an old, well known tune. The theme should be suggested to them, perhaps a song about camp life, or about their city, town or province. Of course, it goes without saying that the camper will be expected to present their song at the first opportunity, preferably the next group campfire.

A Crafty Idea

Give each tent a box of alphabet macaroni, some white glue and one or two popsicle sticks per boy. Have them do the following--(The popsicle sticks are dipped in glue and the glue is placed on the back of each letter to fasten it.) Write a message to another group using a firm sheet of cardboard on which to glue the letters. A short message is best, about 20 words. When the message is passed to the other group, they are blindfolded and try to decipher the message by touching the letters with the ends of their fingers only (like reading Braille.)

Other ideas you can try include making mementos of camp, with the camp and boy's name glued onto dry sticks, fungus, sawed circles from pine limbs, or heavy cardboard. Some camper might even undertake to write favorite poems, or make up a poem. Other ideas include making up motto cards, like "It ain't no use to grumble and complain, if the Lord sorts out the weather and sends rain, we want rain". The individual macaroni can easily be colored with felt pens and a picture in the background will complete a craft that will be a nice memento of your rainy day in camp.

And that's what these ideas have been all about. A rainy day in camp need not be the highlight of your program, but there's no need for it to be a disaster either.

Fun Facts for Kids About Hawaii

Questions:

- 1: How many islands make up the state of Hawaii?
 - 2: What's the capital of Hawaii and what island is it on?
 - 3: What's the name of a party or feast in Hawaiian?
- Bonus Question: Can you name the major Hawaiian islands?

Answers.

Fun Fact Quiz Answers - Hawaii

- 1: Hundreds, but eight are considered "main" islands
 - 2: The capital Honolulu is on the island of Oahu
 - 3: A luau
- Bonus question: Oahu, Maui, Kauai, Niihau, Lanai, Hawaii, Molokai, Kaho'olawe

Telephone

This old-fashioned game works best when it's started off with a sentence that's either long or complicated—or both. The kids sit in a circle, and one person starts by whispering the sentence in their neighbor's ear. That person whispers it on to their neighbor, who passes it along until everyone has had a chance to hear and repeat the sentence.

In the end, the last child can repeat the sentence out loud as they heard it, to see if it transformed along the way. It almost always does!

Story Circles

There are as many ways to build group stories as there are kids on the planet. When you've tried all of these, see if your group can make up a new version that they'll want to play again and again. To begin a chain story, one person starts with a conditional sentence (something that starts with the word "if"), such as "If my bike gets a flat, I'll have to walk." The second person picks up the second half of the sentence and adds something of their own, like "If I have to walk, I'll take my dog." Then the third, "If I take my dog, we can get ice cream." Keep going until you get bored, or until everyone has had at least two chances to add to the story, then start again with something new.

The second version is faster and works best with spontaneous answers. This is the one-word story. The first person starts with one word, for instance "There." The second person will say what reasonably follows (one word), followed by the third, and so on. So it might build like "There" "was" "a" "woman" "who" "wore" "argyle" "underwear." Let the story go wherever it wants to and see what your imaginations can do.

A third version involves the phrase "yes and" at the beginning of every sentence. The first person begins with a sentence, starting a story that's as wild as possible. "I decided to become a pirate." The second person adds to this with their own sentence, starting with Yes And. "Yes, and I'll sail to Madagascar." And the third: "Yes, and I'll buy a koala bear." Keep going as long as you can, throwing in the most outrageous, impossible things you can think of that naturally follow the sentence before. This game works best if you avoid negative statements, since those tend to end the story. Something like "Yes and I couldn't get back home again," is hard to follow with anything that's very fun. Keep it active, positive, and lively.

Ongoing Riddles

Ongoing riddles are a great way to entertain a group, whether you're on a hike, in the car, or just milling around camp. Start one of these puzzles at the beginning of your trip—they're tough and it might take the whole time to solve it! These are best for kids aged ten and up.

Once you outline the base of the puzzle, the group gets to ask questions to which you can answer yes and no. If your group is persistent and dedicated, they can piece the whole complicated story together, one clue at a time.

Introduction to riddle #1: "The music stopped, and the man died. What happened?"

That's all you get to tell at the start. Be sure to let your audience work out all the rest while you keep in mind this basic story. The setting is the circus, where a blind man has trained himself to walk the tightrope. This trick only

works because his partner, who runs the music, switches the music off to cue the man when he's at the end of the rope and it's time to step onto the platform. The partner switched the music off early, so the tightrope walker stepped off and fell to his death.

As with all of these riddles, feel free to embellish the story as much as you want, especially if your group asks questions that aren't covered in this skeletal story. Things like the age of the man and his background are up to you to determine.

Introduction to riddle #2: "There's a room with no windows and no doors. In the room is a table that has cards and chips on it. Four chairs are around the table; in three of the chairs are dead men. The fourth chair is empty. The only other thing in the room is a clothes hanger with nothing on it, and a puddle of water underneath the hanger. What happened?"

The story is that four people were in a submarine when tragedy struck and they started running out of oxygen. There was only one wet suit aboard, so the people played poker to determine who would get to wear the suit and swim to safety. The winner took the suit and left (the empty hanger and puddle of water are clues to lead the guessers to the idea of a wet suit). There aren't any windows or doors, but there is a hatch. The people who lost the poker game ran out of air and died in their chairs.

Even More Riddles

Tell these riddles and you'll have everybody scratching their heads!

Taking the Corner

Question

Jack drives to work on his motorcycle every day. When he rounds the corner at Third and Vine, he always goes the same speed, no matter whether it's rainy or sunny. But if it's a dry cloudy day, he can go faster. Why?

Answer

There's a car wash on the corner of Third and Vine. On sunny days, water running out of the car wash makes it dangerous to go too fast. On rainy days, the rain on the pavement has the same effect. But on dry cloudy days, when the car wash doesn't have much business, the road is more likely to be dry.

Nation Trekking

Question

A U.S. Citizen who doesn't have a passport visits more than thirty foreign countries, all in one day. The officials of every country are happy to let him in, and he leaves each one of his own accord.

Answer

He is a mail carrier whose route includes a number of foreign embassies. Because an embassy is technically "foreign soil," the man actually enters different countries on his route. (By the same token, a U.S. embassy in another country is technically considered American soil.)

The Phone Call

Question

A man is sitting in bed. He makes a phone call, but he doesn't say anything. After he hangs up, he goes to sleep. How come?

Answer

He's in a hotel with thin walls. In the next room, someone was snoring loudly, keeping him awake. He called to wake the other person up. Once he knew the snorer was awake (and no longer snoring), he was able to go to sleep.

The Basic Scary Story Concept

Nothing is more classic than telling ghost stories around the campfire. But have you ever wondered how to tell a really spooky story? There are tricks to keeping any audience's interest, whether you're talking to kids or to your parents.

First, think through your story. Are you telling the tale of a murdered ghost who haunts a seaside town? A roaming madman who pursues travelers with an axe? How about a thump-thump-thumping limb, buried under the floorboards? If the story has some secrets to be revealed, such as the identity of the limb's owner, decide in advance when you want to share the secret. It's most effective to hold that kind of information back as long as you possibly can, so your listeners are on the edges of their seats.

This is called building tension, and you want to do it as much as you can. Set up your story by introducing the main characters and giving a little background if needed, such as the tale of the murder that leads up the ghostly haunting. If your audience is small, you might add in details that fit your listeners. For instance, if your little sister loves peppermint ice cream and cats, you could have one of the townspeople (maybe the one who will be haunted) also love peppermint ice cream and cats. That will help your sister feel a kinship with this character, so she'll care more about what happens in the story. And it'll be scarier! You can do the same thing with all your listeners, if you have enough characters.

Continue to build tension by posing questions you don't answer. For instance, you might have the townspeople ask each other who could be haunting them? They don't know the answer, and neither do your listeners. You do, but it's best if you don't tell—keep this a secret until your big reveal.

Use your voice to set the tempo and drama in your story. Because ghost stories are often told in the dark, your voice is a very powerful tool. You can, of course, get louder and quieter during the story. Speaking softly can be just as powerful as being loud, since it means your listeners have to lean in and strain to hear you. A classic technique is to get very quiet, almost whispering, as you lead up to something exciting—then suddenly let your voice boom! By the same token, you can set the pace of the story by speaking more quickly and more slowly. Speaking slowly sounds ominous and scary, where fast speaking is best for parts of the story that move fast, like times when your heroine is running away from a monster or when your hero is thinking fast, deciding what to do.

Now it's time to try telling your own story. Here is a very rough framework you can use, but it's up to you to fill in the details and make this interesting. Who are the characters exactly? What are their names? What do they do for a living? Do they have pets? Where do they live and what does the town look like, or their house? How will the story end? And most important of all, decide how you want to share the key details. A little at a time? All at once at the end? Try to pick the method that creates the most tension.

The Basic Story.

A family moves into a house. They hear weird noises in the attic and in one of the rooms. Sometimes they hear a sound like a leg being dragged across the floor, or someone coughing and wheezing. They're sure they're haunted by ghosts. [Add your own haunting details.]

An old woman shows up and explains that long ago, a husband and wife lived in the house. They took in the local school teacher as a renter for the year. The wife thought the husband was falling in love with the school teacher, and she started to hate her husband. They argued all the time. After a few months, they hated each other so much, they wanted to kill each other.

One night, in a fit of rage, the husband grabs his axe and swings at his wife, ready to kill her. He plunges the axe into her heart. As she dies, he tries to say he's sorry, but she just laughs. "Fair's fair," she cackles. "I've been poisoning you for weeks!" Sure enough, the man dies that very night of arsenic poisoning.

And the old woman who told this whole story? She's the school teacher who started it all. Some people in town say she got the couple to kill each other on purpose so she could inherit their house. And now, some people say, she's here to kill this family and take back the house that's rightly hers....

Ah-Soh-Koh

Everyone sits in a circle, and learns the 3 commands and their movements.

1) Ah – the person says “Ah” loudly, and takes their left or right arm across their chest, pointing at the person next to them

2) Soh - the person says “Soh” loudly, and takes their left or right arm above their head, pointing at the person next to them

3) Koh – the person puts both arms together in front of them and point to someone else, anywhere in the circle.

The phrases must always go in that order, and each phrase needs its correct hand motion. You go when you are pointed at by someone next to you using “ah” or “soh,” or by someone across from you using “koh.” When you are “koh”ed at by someone you can either start again with “Ah” or put your hands up and say “nooooooo.” If you say “noooooooo” then the person who said “koh” has to start again with “Ah.” If you mess up, you step out of the circle and walk around the outside trying to confuse people by shouting random words.

Have you ever? or Postman

Description

Everyone stands or sits in a circle. The one person without a chair or a place marker is "it".

The "it" will say something about themselves. For example, "Have you ever gone swimming in the Atlantic Ocean?"

Anyone in the circle that has that in common must move to a new spot in the circle. Each move has to be at least two place markers or chairs from where they started.

Whoever is left without a place marker will be it and will tell something about themselves.

My Aunt Alice

You probably played this classic game yourself when you were a kid. This is a memory game that works well in the car and is great for elementary and middle-school aged kids. One kid starts it out by saying, “I went on a trip with my aunt Alice and I took along a ____.” They fill in the blank with something that starts with the letter A, such as an aardvark. The next kid repeats this sentence and adds their own addition to the suitcase, something that starts with the letter B. “I went on a trip with my aunt Alice and I took along an aardvark and a badminton set.” The third adds something that starts with a C. “I went on a trip with my aunt Alice and I took along an aardvark, a badminton set, and a cupcake.” Continue on for as long as you can or until you reach the end of the alphabet.

Word Association

This game is best—and silliest—when you move quickly, spitting out the first thing that comes into your head. The first person starts with a word, something like “river.” The next person says the first thing they think of, say “flow.” And the next “go.” And the next “stop,” and so on.

Who am I?

This is a guessing game for older kids or adults. One person, the “lead,” starts by thinking of the name of a person, real or fictional, dead or alive—but with a first and last name, such as Nancy Drew. They announce to the group “my first name starts with N.” The group gets busy thinking of famous people whose first names start with N, like Napoleon Bonaparte, Nora Roberts, Nicholas Cage, Nancy Reagan—but they keep these names to themselves.

The person who thought of Napoleon then comes up with a question that fits Napoleon’s life, something like “Did you try to conquer Europe?” They voice their question out loud. If the lead can think of the person they have in mind—or any famous person for whom the answer to the question is yes—they can answer “No, I’m not Napoleon.” They’ve managed to defend their person’s identity for the moment and someone else takes a turn. If they can’t think of anyone who fits the question, then the person who asked it gets to ask one question about their person (Nancy Drew), something like “are you living?” “Are you fictional?” “Are you a woman,” etc.

If the lead is able to come up with a person who fits the question—but it isn’t who the asker had in mind—the lead’s secret name is still defended. The asker can then come up with another question that fits the name they had in mind.

After the lead successfully defends themselves, someone else can take a turn. For instance, the person who thought of Nicholas Cage might try to think of the most obscure fact they know about the actor, in order to stump the lead. So instead of asking "Are you a famous actor?" they might say, "Were you in Raising Arizona?" If the lead can't answer, they get to ask a pointed question about the lead's name.

Because this game takes a lot of thought and planning, it isn't necessary that the players go in order. If one person has a lot of questions ready to ask and no one else has any, go ahead and let the person ask, since this keeps the game moving forward. This is a fun game to play with mixed generations, since some will know all about Harry Potter while others are well versed in the lives of Mickey Mantle and Doris Day.

Secret Writing

Put campers in pairs have one camper close their eyes and put out their hand. The other child uses their finger to trace a letter on the palm of the out-turned hand. Try to guess the letter, then trade places. If the kids are good at guessing, they can try spelling out whole words.

Indoor Activities Ideas

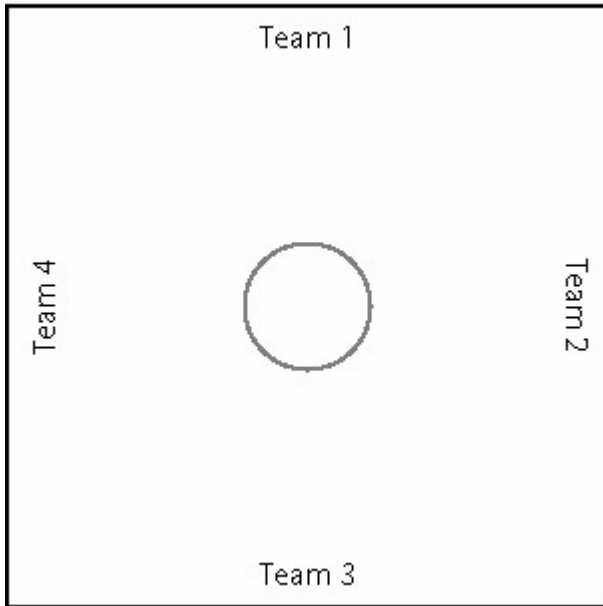
- Fill a large plastic bin with different shaped dry pastas dry beans rice whatever you can buy least expensively. Give them cups and "sand" toys and you have a winter alternative to the sandbox. (Spread a sheet under the bin they will get it everywhere then you can just gather up the sheet and dump it back in the bin.)
- Books on tape and stuff like that from the library.
- Make a tower from paper cups as tall as you can. Then remove the bottom piece and watch it tumble.
- Invite another group over
- Learn something new together.... A foreign language, an instrument, how to sew, candle making, jewelry making, typing, etc.....
- Think up 100 things you can do besides watch TV
- Ask a question and find the answer
- Make a fort
- Write on a white board we all like that!
- Make your own puzzles
- Make a book of favorite animals, trees, bugs, etc.
- Kids' Yoga or Aerobics.
- Set up an indoor 4-Square court
- Line up cans etc and get a ball and bowl
- Set up an obstacle course in the coop
- Have an indoor "snowball" fight. Divide; give each one a stack of newspapers yell go and they have to wad up the sheets of newspaper into "snowballs" and throw them. Great fun! Last part is seeing who can gather the most balls into a trash bag!
- Re-organize or decorate your space
- Plan a treasure hunt
- Do a craft
- Use large dry beans (limas etc.) and school glue and let him glue beans onto heavy paper or old folders. (You could dribble out a line of glue in the shape of something fun--a car for example--and then let him press the beans onto it.)

- Save boxes and containers then give them a roll of foil and duct tape and let them create.
- Make & send a card to campers in another group
- Color
- Make and color paper dolls
- Draw a picture together - take turns adding details
- Have each camper draw a picture and tell a story about it (you write down the story) and send it home.
- Cut some pictures from old magazines and glue them to paper.
- Work on family photo album together
- Perform an experiment
- Play with the globe
- Make play dough
- Make puppets
- Rubber Stamp
- Have a picnic inside on the floor
- Play board & card games!
- Make up your own game
- Charades
- Play 'How many things can you remember to do?': Give them a list of activities and make the list longer each time. For example hop to the wall, knock on it 2 times, crawl under a towel and do the crab walk back to me. If they successfully complete this then I name 5 things the next time.
- Play dress up
- Put a blanket on the floor and pretend you are on boat fishing etc...
- Have a tea party
- Sing
- Tell a story (can't use a book).
- Listen to a story on tape
- Play cars
- Give them a wide roll of masking tape and let them go to town making "roads" for Matchbox cars.
- Play cars
- Puzzles are contagious. Just start one on the table and they won't be able to keep away from it!
- Learn to do tricks with a yo yo
- Write a story
- Write postcards or better yet a letter
- Make a "Group Newspaper" of recent events or happenings

Modified from: http://www.maccamper.com/games/V1_Rainy.asp and
 Modified from the suggestions at <http://www.redshift.com/~bonajo/bored.htm>

Barn or Large Space Activity Ideas

Get the Bacon



Description:

This is a high energy, high contact, competitive game for large groups Time:

45 min- 1 hour

Material:

-Large Space

(Pool Noodle, Stick, Pillow, Ball)

-Optional - Rope

Objective:

Get the object to your side

How to play:

Divide the players in to 4 teams. Number each player all 1-? till you get to the end. After all 4 teams are numbered off, the leader will call out a number and only that number will run to the middle and try to get the object and bring it back to their teams line. The players can fight for it as they try to get it to their side, like a tug or war. Once they get to their side they get the point and take the object back to the center and the leader will call out another number.

Variations:

-Later on in the game the leader can call 2 numbers, 3 numbers, all the numbers, whatever it adds some excitement to the game

-the leader can also stagger calling the numbers, the leader will call a number then when they get half way there they call another number to help

Rules:

-Only the numbers that are called can go

-You need to get the object back with minimal contact

-Something in the middle

What the King Wants

Description:

This is a offshoot of indoor scavenger hunt (30-100+ people)

Time:

15-20 min

Material:

Nothing

Objective:

Get the object to the King first

How to play:

Split the group into smaller groups of about 10-12 people. The leader is the "king". Then get the "king" to stand at the front and say: "Bring me" and the first group to get it to the "king" gets the point. Some ideas of what the king would want are:

-1 sock

-a size 12 shoe

-something that smells pretty

-belly button lint

-toe jam

-ear wax

-a retainer

-a pink rock

Remember that if they do not have it they need to get and get it.

Rules:

First group to get the right item wins the round

Cat and Mouse

Description:

This is a version of tag (15-100+ people)

Time:

15-20 min

Material:

Nothing

Objective:

The cat is to catch the mouse the circle is to help to mouse

How to play:

Get everyone to make a circle and hold hands. Pick two campers, one is the cat, and the other is the mouse. The cat is on the outside of the circle and the mouse is inside of the circle. The cat tries to get in to the circle trying to catch the mouse. If the cat gets in the mouse can go out. They just run around, in and out of the circle trying to either catch or not get caught. The circle is on the mouse's side and is making it harder for the cat.

Variation:

Have a few cats and few mice. Any cat can catch any mouse. It is harder and more fun for the circle. More involvement if you have a large group.

Rules:

-Anything goes (no unusual rules just tag the mouse)

An Open Can

Description:

This is a game that is fast paced and funny to watch (15-30+ people)

Time: 15-20 min

Material:

-pool noodles (half or whole, depends how much control you want them to have)

-Frisbees or pail lids

Objective:

Hit the person, put the noodle back in the center, and get to their seat before they hit you back

How to play:

Get the group into a circle on the floor. Put a pool noodle on a Frisbee in the middle of the circle. Pick a person to start in the center. The player in the center needs to grab the pool noodle, hit another player with it, run back and put it back on the Frisbee in the middle of the circle, and then run to the open seat before the camper that was hit gets up grabs the pool noodle and hits them back. If the person in the center makes it to the seat without getting hit, then they are safe and the new player is "it". If the second player is able to hit the first player before he takes the empty seat, then the second player must put the pool noodle back on the Frisbee and try to get to their seat without being hit again. The game continues until someone makes it back to the seat without being hit. Make sure your circle is big enough so that there is time to get back but not too big so that it is impossible to catch them.

Rules:

- The pool noodle must go back to the Frisbee in center of the circle they can not hit the person then throw the noodle to make it harder for them
- once you are seated you are safe

Shoe Knot

Description:

This is a game that is fast paced (30-100+ people)

Time:15-20 min

Material:

- Shoes
- Something to make a line (rope, chairs, pylons, anything)

Objective:

Get your shoes first

How to play:

Get the campers into two groups. Take their shoes off. Put a line on the ground. Get one team behind the line. Take all their shoes to the other end of the room and make a pile, mixing them very well. On "go" the campers will run and try to find their shoes, when they find their shoes they will put them on the run back over the line. Once everyone on the team has passed the line stop the time. Do the same with the other team.

Variation:

- Do it as battle of the sexes
- Put two lines on either side of the gym and put two lines piles of shoes behind the lines and on go the campers need to get to the other side and back first. (both teams going at the same time)

Rules:

- Only take your shoes

Pop Machine

Description:

The campers become pop machines, see where the money goes (20-100+ people)

Time:

20-30 min

Material:

- A nickel for each team

Objective:

Get your nickel through the line the fastest

How to play:

Get the cabins, boys vs girls, teams to line up in a line, single file. Get everyone to tuck in their shirts. Give a nickel to the front person. That person will turn around and drop the nickel down the neck of the shirt of the person behind them. That person, by shaking and moving their clothes with their hands, will move the nickel from their neck through their clothes to their feet. Once the nickel falls on the floor, they will pick it up, turn around and drop it in the shirt of the next person. Do this all the way to the end of the line. The last person will run up and do it to the first person and the first person will pick it up and give it back to the leader.

Rules:

- Someone else must drop the nickel down the shirt
- You can not use your hands under your clothes while the nickel is in your clothing (unless it gets lodged in unfreeable zones)
- The coin must go through the shirts and pants of every member of the team. If it comes out at the waist, the person needs to start it again from the top of the shirt.

Road Kill

Description:

This is a fast paced, mind stimulating game (30-100+ people)

Time:

15-20 min

Material:

- Chairs for every player minus one

Objective:

To not be the one in the middle

How to play:

Get the group to sit in chairs in a circle with one person in the middle without a chair. The leader picks the appropriate number of animals that get killed by cars. For example, if you have 30 people you want about 4-5 animals, however if you have 100 people you want about 7-8 animals. Then the leader goes around the circle and gives each player an animal. (Keep the same order every time: gopher, squirrel, skunk, cat, deer, crow, gopher, squirrel, skunk, and so on). To begin the game, the leader calls out one animal, everyone that is that animal needs to get up and run to a different seat. The person in the middle is trying to get into one of the open seats. If the leader calls ROAD KILL, every one needs to get up and change seats.

Variation:

This variation is called **Upset the Fruit Basket**. You choose fruits or vegetables and yell UPSET THE FRUIT BASKET for everyone to change seats. It is good to use this for the younger campers 7-12 years old and to use Road Kill for the 12-17 year olds.

Rules:

- You can not move to a seat beside you, there must be 2 seats between the seat you are in and the seat you are going to
- Only go when your animal is called
- Try to keep contact to a minimum, this game can get pretty rough very fast.
- You can also have the player in the middle call the animal or fruit.

Shark Attack

Description:

This is a easy slower game based on musical chairs (30-100+ people)

Time:

15-20 min

Material:

- Various sized pieces of cardboard box (enough for everyone to fit on them for the first round)
- Music
- A few leaders (as sharks)

Objective:

Get on a piece of cardboard before everyone else

How to play:

Take your various pieces of cardboard and put them on the floor around the room. Get everyone to walk around while you play the music. Once you stop the music and yell "SHARK ATTACK" everyone needs to get out of the "water" and on the "islands". Who ever does not make it on the cardboard get attacked by the "sharks" and needs to sit out till the next round. Remove a few pieces of cardboard, then start the music and get everyone to walk around. After each time slowly remove the pieces of cardboard making it harder and harder. The winners of the previous round can be the sharks as a reward for winning the round.

Rules:

- They must be on the board, their entire foot/body, to go on to the next round
- If you are attacked you need to sit out till the next round
- Only get on the "islands" when to music stops, if you are on an "island" during the music you are out

Paint Me a Picture

Description:

This is a game of speed and creativity (30-100+ people)

Time:

15-20 min

Material:

- Paper
- Markers/Paint/Something that leaves a mark

Objective:

Get your picture done first

How to play:

Split the large group into a few smaller groups. Give each group a bunch of paper and the drawing utensils. As the leader you call the type of painting that you want then the group has 1 min-1.5 min to paint you the picture. The time is so short causing the entire group to have to paint different parts of the painting, making one complete painting. Painting that you may want are:

- a house
- a busy intersection
- a park
- a city
- a dog and cat fighting
- their group
- a famous land mark
- one person in the group/or group leader
- anything

Rules:

- Everyone must paint something in the picture

Ladders

Description:

This is a game that is fast and easy to play (20-30+ people)

Time:

10-15 min

Material:

Nothing

Objective:

Get through your team first

How to play:

Split the group into teams any size, medium size is the best but almost any size will work (medium size = 20-26 people) The leader will get the team to sit in two rows facing each other with their feet touching each other with their legs straight. On "go" the first people get up and run over the legs of the group touching the ground in between every leg pair, when they have gone over all the pairs of legs they run around the outside of the line on their side and sit back down. Once they have sat down the next pair will get up and run over the legs till the end and then they run to the top of the line and run over the rest of the legs till they get to their seat and sit down. Go until every one in the group has run over all the legs and sat down.

Variation:

Give everyone a cup of water and the team that can do it the fastest and retain the most water wins

Rules:

- Must touch the ground after every pair of legs
- do not step on anyone

4 On A Couch

Description:

This is a game that requires a high level problem solving skills (20-30+ people)

Time:

20-30 min

Material:

- Chairs for every player +1
- Paper with every players name
- 4 person couch or 4 special chairs

Objective:

Get four people from your team on the couch

How to play:

Split the group into two teams. Put the chairs into a circle and sit everyone down in the circle. Start with the empty seat somewhere in the circle that is not on the couch. Put 2 players from each team alternating each other on the couch. Get everyone to write their name on a piece of paper. Put all the names into a hat and get the campers to pick a name at random out of the hat. They are to not say or show what name they have. The person to the left of the open chair will call out a name. The person that has the called name will get up and move to the empty chair.

Once they sit down they switch names/papers with the person that called them. Then the person left of the chair calls another name, they get up and sit and switch names/papers and so on till all four spots on the couch are from one team. (the game is usually played guys vs girls)

Rules:

-Be honest

Note: The fun is trying to remember who has what name so that when a spot opens on the couch, you can call the right person to the spot.

Desperate Rainy Day Stuff

On your third day of rain you get desperate for something to do. Here are a few general/desperate ideas that are beyond games to kill larger amounts of time:

Get each team/cabin to:

-Make a team flag

-Come up with a team poem, song, ballad, or cheer

-Have Saturday morning cartoons (watch veggie tales, or Saturday morning cartoon if you have them)

-Watch a movie in the chapel or gym (project the movie on the wall and have popcorn and drinks to create a Drive-in feel)

-A carnival, each cabin comes up with an event

-Talent show, each cabin must do something or with the older kids they can do something with their friends

-Skits, each cabin must write and perform a 3-5 min skit

Human Alphabet

Description:

This is a game that involves team work and communication (80-100+ People)

Time:

20-30 min

Material:

Nothing

Objective:

Get your team into the letter first

How to play:

Get the group into teams, the size of groups doesn't really matter, but cabin sized groups are usually better than large groups (12 is better than 30). The leader will call out a letter of the alphabet. The group will make the letter out of the team members. Who ever can do it fastest gets the point. Keep calling out the letters till you get to 10 or whatever you say is the end

Rules:

All the team members need to be in the letter

Bench Soccer

Description:

This is a high competitive soccer game for large groups where no one moves (20-30+ People)

Time:

20-30 min

Material:

-Chairs or Benches

-Soccer Balls

Objective:

Get the ball to your end of the line

How to play:

Get two lines to sit in chairs and face each other, knees should almost be touching. Drop a soccer ball near the middle of the line. The campers are to use only their feet to move the ball to their end of the line.

Variations:

-Have one team sit zig zag from their own players, in the rows alternate the players of both teams

Rules:

-No hands

- Watch the shin kicking
- Can not get out of your seat

Man, Gorilla, Gun

Description:

This is a take off of the Rock, Scissors, Paper game (30-100+ people)

Time:

15-20 min

Material:

Nothing

Objective:

To out wit your partner and be the last one standing

How to play:

For Man: Wave your hand high above your head while yelling "Howdee Partner"

For Gorilla: Put your hands high above your head, move them side to side and yell "OO OO OO OO OO" in a high tone

For Gun: You draw the guns from your hip with both hands and yell "Bang Bang"

Split the group into pairs. Get them to stand back to back. On the count of three they turn around and do their action. the way they win is:

Man beats Gun

Gorilla beats Man

Gun beats Gorilla

If there is a tie you get them all together and recount again. After the first round everyone that lost is out and then everyone pairs up again with a new opponent. If there is an odd number the person gets a free pass to the next round. The last round you do best out of three winner takes all.

If you play a few rounds after you have an even number you can have a final tournament of champs round with the winners of the 2, 4, 6, ect. how every rounds you had.

Variation:

Karate Kid - In to position of the Pelican Kick - Beats samari, kicking the sword out of their hand

Ninja - Take a ninja pose - Beats Karate Kid, being fast and a better fighter

Samari - Draws their sword and swings it - Beats Ninja, cutting them in half

See: Elves, Santa's, Angels

Rules:

- Only do one round at a time
- Everyone participates at the same time
- Once you lose you are out till the next round.

Shall We Dance

Description:

This is a game that fast paced and fun to play and watch (30-100+ people)

Time:

15-20 min

Material:

Nothing

Objective:

Do not end up in the middle

How to play:

Get everyone into two circles in pairs, one boy with one girl. The boy and girl need to face each other and hold each others elbows. Pick one couple to go into the middle. The boy and girl in the middle separate and try to get a dance partner. They way they get their partner is to tag the same sex on the back. The partners that make up the circle are trying to protect their dance partner so if the person in the middle comes and tries to take them they need to swing them around and out of the way so that they can not tag their back.

Rules:

- one back from the pair must always be in the circle, no sideways stuff
- If tagged by the same sex you switch positions

Matches

Description:

This is a game that puts everybody into groups (30-100+ people)

Time:

15-20 min

Material:

-music

Objective:

Get into a group before it is too late

How to play:

Get everyone to walk around when the music stops and you yell out the command they all need to get into the "group" who ever is not in a group is out till the next game. Play until there is one winner. Things to yell:

-8 knees together

-3 backs together

-10 elbows together

-# object together

Variation:

Make a bit harder:

-5 people with the same shoe size

-3 people with a birthday in the same month

-9 people with same hair color

-# people with _____

Rules:

-Must be true

-Must be in a group

NOTE: try to make your questions age appropriate for the younger children.

Brutus

Description:

This is a fast paced, mind stimulating game (10-30+ people)

Time:

15-20 min (or if it goes well it can last hours)

Material:

-Half a pool noodle (a news paper rolled up and duct taped, something that makes a hitting tool that won't injure anyone)

Objective:

To not be the one in the middle

How to play:

Get the group to sit in a circle. Get everyone to pick a different animal. You put someone in the middle and then the leader will pick one person to start. The camper will say their animal first then any other animal in the circle (horse/dog). The camper that had his animal called must then says their animal first and then any other animal in the circle (dog/cat). The camper in the middle in trying to hit the campers that are called before they can say both animals. Once a camper is hit they go to the middle and then the camper that just came from the middle starts it up again. You do not want your circle to be to small or it will be to easy to hit each other.

Variation:

For the younger campers you can just use the campers names and it is a way to get to know everyone in your cabin

Rules:

-You can not call the animal the calls you (horse/dog then the "dog" says dog/horse) need to be different

-You can only hit once

-Do not hit to hard, but still have fun

Honey, If You Love Me

Description:

A game that could be very fun under supervision (30-100+ people)

Time:

15-20 min

Material:

-Chairs

Objective:

Get the person to smile or laugh

How to play:

Get the group to sit in a circle. Pick one person to go into the middle of the circle. That person will go to anyone in the circle and sit on their lap. They will ask "Honey if you love me won't you please please smile" the person will reply "Honey you know I love you but I just can't smile." If the person does not smile the camper who sat on the lap needs to pick someone else and try till they get a smile. If the person does smile they switch spots and the lap sitter gets the chair and a new camper is in the middle trying to get smiles.

Rules:

-After the words "can't smile" they must wait about 10 sec before they can smile or laugh

-A smile is a smile, anything other than straight lips

-This game is better with supervision because it can get a bit racy

Lap Game

Description:

This is a game that fun but can get out of hand if not careful (30-100+ people)

Time:

15-20 min

Material:

-Chairs for everyone in the group

Objective:

Not to be on the bottom

How to play:

Get the group to sit in a circle on their chairs. The leader will say "if you (criteria) then move (number) to the (direction)." So an example is "If you **are wearing blue**, move **5** to the **right**." As they move if no one is in the chair they sit in the chair. If someone is in the chair they sit on the lap on the person in the chair. If they are on the lap of someone and that person gets called everyone gets off their lap the person moves and everyone sits back in the chair not moving.

Rules:

-Only go if you are called

-You need to sit on the lap of the person if the chair is already occupied

-Only move the amount said

Who Am I

Description:

This is a slower complete game (30-40+ People)

Time:

30-45 min

Material:

-Paper

-List of famous People (Age appropriate)

-Pen

-Tape

Objective:

Find out the name on you back before everyone else

How to play:

Make a list of famous people and cut into small pieces with 1 name on one piece. Tape the name onto the back of the camper. After everyone has a name taped to their back, they walk around and ask questions to the other campers to see if they can figure out the name on their back. Once they think they know who they have they go to the leader and tell them who it is.

Rules:

-You can only ask yes and no questions

Elf's, Santa's, Angels

Description:

This is a take off of the Rock, Scissors, Paper game (30-100+ people)

Time:

15-20 min

Material:

Nothing

Objective:

To out wit you partner and be the last one standing

How to play:

For Elf: You need make a peace sign with your fingers and put it on your head on either side to make ears. Then you need to crouch down and hop around the room

For Santa: Put your hands on you belly and walk around saying "Ho Ho Ho"

For Angels: You need to fly around the room

For this you play normal rock, scissors, paper. However you need play your character. Everyone starts off as elves. You need to find another person that is the same as you (Santa with Santa, elf with elf, and angel with angel) when you find someone that is the same you, play a round of rock, scissors, paper. The winner goes up a level, eg. from Santa to angel. The loser goes down a level, eg. Santa to elf. You just keep playing moving up and down the scale till it looks like they are getting sick of it. There are no winners and no losers, it just kills a bit of time.

Rules:

-You can only move up or down one level at a time.

-everyone starts as an elf. The winner of the round moves up to a Santa. The loser of the round stays an elf. If a Santa loses, he becomes and elf. If a Santa wins he becomes an angel.

Do I Qualify

Description:

This is a fast paced, mind stimulating game (30-100+ people)

Time:

15-20 min

Material:

-Chairs

Objective:

To not be the one in the middle

How to play:

Get the group to sit in a circle. Get the leader a microphone. The leader will say statements and if the statement is true the campers will get out of their seat and switch to a different seat. Trying to be the fastest one so they do not end up in the middle. Ideas to say:

I have never....(been out of Canada, had a girl/boy friend, ridden a motor bike, been to camp, spoken a language other then French or English, ect.)

I have...(driven a car, eaten raw meat, caught a fish, to camp for more the 5 years, ect.)

Today I...(flirted with a girl/boy, ect.)

You are wearing...(tighty whities, socks, red, glasses, ect.)

Today I did not....(Shower, change my clothes from yesterday, ect.)

Rules:

-You can not move to a seat beside you, there must be 2 seats between the seat you are in and the seat you are going to

-Only go when you apply to what was said

Report of Suspected Child Abuse/Neglect

REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

DCF-136
10/01/02 (Rev)



HOTLINE
1-800-842-2288

Within forty-eight hours of making an oral report, a mandated reporter shall submit a written report (DCF-136) to the Hotline. See the reverse side of this form for a summary of Connecticut law concerning the protection of children.

Please print or type

CHILD'S NAME		<input type="checkbox"/> Male <input type="checkbox"/> Female	AGE OR BIRTH DATE
CHILD'S ADDRESS			
NAME OF PARENTS OR OTHER PERSON RESPONSIBLE FOR CHILD'S CARE		ADDRESS	PHONE NUMBER
WHERE IS THE CHILD STAYING PRESENTLY IF NOT AT HOME?	PHONE NUMBER		DATE PROBLEM(S) NOTED
NAME OF HOTLINE WORKER TO WHOM ORAL REPORT WAS MADE	DATE OF ORAL REPORT	DATE AND TIME OF SUSPECTED ABUSE/NEGLECT	
NAME OF SUSPECTED PERPETRATOR, IF KNOWN	ADDRESS AND/OR PHONE NUMBER, IF KNOWN	RELATIONSHIP TO CHILD	

NATURE AND EXTENT OF THE CHILD'S INJURY(IES), MALTREATMENT OR NEGLECT.

INFORMATION CONCERNING ANY PREVIOUS INJURY(IES), MALTREATMENT OR NEGLECT OF THE CHILD OR HIS/HER SIBLINGS.

LIST NAMES AND AGES OF SIBLINGS, IF KNOWN.

DESCRIBE THE CIRCUMSTANCES IN WHICH THE INJURY(IES), MALTREATMENT OR NEGLECT CAME TO BE KNOWN TO THE REPORTER.

WHAT ACTION, IF ANY, HAS BEEN TAKEN TO TREAT, PROVIDE SHELTER OR OTHERWISE ASSIST THE CHILD?

REPORTER'S NAME AND AGENCY	ADDRESS	PHONE NUMBER
REPORTER'S SIGNATURE	POSITION	DATE

WHITE COPY: TO DCF HOTLINE, 505 Hudson Street, Hartford, CT 06106

YELLOW COPY: REPORTER'S COPY

SUMMARY OF LEGAL REQUIREMENTS CONCERNING CHILD ABUSE/NEGLECT

PUBLIC POLICY OF THE STATE OF CONNECTICUT

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse, investigation of such reports by a social agency, and provision of services, where needed, to such child and family.

WHO IS MANDATED TO REPORT CHILD ABUSE/NEGLECT?

Battered Women's Counselors	Optometrists
Chiropractors	Parole Officers (Juvenile or Adult)
Dental Hygienists	Pharmacists
Dentists	Physical Therapists
Department of Children and Families Employees	Physician Assistants
Licensed/Certified Alcohol and Drug Counselors	Podiatrists
Licensed/Certified Emergency Medical Services Providers	Police Officers
Licensed Marital and Family Therapists	Probation Officers (Juvenile or Adult)
Licensed or Unlicensed Resident Intems	Psychologists
Licensed or Unlicensed Resident Physicians	Registered Nurses
Licensed Physicians	School Coaches
Licensed Practical Nurses	School Guidance Counselors
Licensed Professional Counselors	School Paraprofessionals
Licensed Surgeons	School Principals
Medical Examiners	School Teachers
Members of the Clergy	Sexual Assault Counselors
Mental Health Professionals	Social Workers

Any person paid to care for a child in any public or private facility, child day care center, group day care home or family day care home which is licensed by the State. Department of Public Health employees responsible for the licensing of child day care centers, group day care homes, family day care homes or youth camps. The Child Advocate and any employee of the Office of the Child Advocate.

DO THOSE MANDATED TO REPORT INCUR LIABILITY?

No. Any person, institution or agency which, in good faith, makes or does not make a report, shall be immune from any civil or criminal liability provided such person did not perpetrate or cause such abuse or neglect.

IS THERE A PENALTY FOR NOT REPORTING?

Yes. Any person, institution or agency required to report who fails to do so shall be fined \$500.00 - \$2,500.00 and shall be required to participate in an educational and training program.

IS THERE A PENALTY FOR MAKING A FALSE REPORT?

Yes. Any person, institution or agency who knowingly makes a false report of child abuse or neglect shall be fined not more than \$2,000.00 or imprisoned not more than one year or both. The identity of such person shall be disclosed to the appropriate law enforcement agency and to the alleged perpetrator of the abuse.

WHAT ARE THE REPORTING REQUIREMENTS?

- An oral report shall be made by a mandated reporter by telephone or in person to the DCF Hotline or to a law enforcement agency as soon as practicable, but not later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused or neglected or placed in imminent risk of serious harm. If a law enforcement agency receives an oral report, it shall immediately notify Hotline. Oral reports to the Hotline shall be recorded on tape.
- Within forty-eight hours of making an oral report, a mandated reporter shall submit a written report to the DCF Hotline.
- When the report concerns an employee of a facility or institution which is licensed by the State, the mandated reporter shall also send a copy of the written report to the executive head of the state licensing agency.

DEFINITIONS OF ABUSE AND NEGLECT

Child Abuse: any child or youth who has a non-accidental physical injury, or injuries which are at variance with the history given of such injuries, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

Child Neglect: any child or youth who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally, or morally or is being permitted to live under conditions, circumstances or associations injurious to his well-being.

Exception: The treatment of any child by an accredited Christian Science practitioner shall not of itself constitute neglect or maltreatment.

Child Under 13 with Venereal Disease: a physician or facility must report to Hotline upon the consultation, examination or treatment for venereal disease of any child not more than twelve (12) years old.

DO PRIVATE CITIZENS HAVE A RESPONSIBILITY FOR REPORTING?

Yes. Any person having reasonable cause to suspect or believe that any child or youth under the age of eighteen (18) is in danger of being abused or has been abused or neglected, may cause a written or oral report to be made to the Hotline or a law enforcement agency. A person making the report in good faith is also immune from any liability, civil or criminal. However, the person is subject to the penalty for making a false claim.

WHAT IS THE AUTHORITY AND RESPONSIBILITY OF THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF)?

All children's protective services are the responsibility of the Department of Children and Families.

Upon the receipt of a child abuse/neglect report, the Hotline shall cause the report to be classified, evaluated immediately and forwarded to the appropriate investigation unit for the commencement of an investigation within timelines specified by statute and policy.

If the investigation produces evidence of child abuse/neglect, the Department shall take such measures as it deems necessary to protect the child, and any other children similarly situated, including, but not limited to, immediate notification to the appropriate law enforcement agency, and the removal of the child or children from his home with the consent of the parents or guardian or by order of the Superior Court, Juvenile Matters.

If the Department has probable cause to believe that the child or any other child in the household is in imminent risk of physical harm from his surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the Commissioner or designee shall authorize any employee of the Department or any law enforcement officer to remove the child and any other child similarly situated from such surroundings without the consent of the child's parent or guardian. The removal of a child shall not exceed ninety-six (96) hours. If the child is not returned home within such ninety-six hour period, with or without protective services, the Department shall file a petition for custody with the Superior Court, Juvenile Matters.

WHAT MEANS ARE AVAILABLE FOR REMOVING A CHILD FROM HIS HOME?

- 96-Hour Hold by the Commissioner of DCF (see above)
- 96-Hour Hold by a Hospital – Any physician examining a child with respect to whom abuse or neglect is suspected shall have the right to keep such child in the custody of a hospital for no longer than ninety-six hours in order to perform diagnostic tests and procedures necessary to the detection of child abuse or neglect and to provide necessary medical care with or without the consent of such child's parents or guardian or other person responsible for the child's care, provided the physician has made reasonable attempts to (1) advise such child's parents or guardian or other person responsible for the child's care that he suspects the child has been abused or neglected and (2) obtain consent of such child's parents or guardian or other person responsible for the child's care. In addition, such physician may take or cause to be taken photographs of the area of trauma visible on a child who is the subject of such report without the consent of such child's parent's or guardian or other person responsible for the child's care. All such photographs or copies thereof shall be sent to the local police department and the Department of Children and Families.
- Custody Order – Whenever any person is arrested and charged with an offense under Section 53-20 or 53-21 or under Part V, VI, or VII of Chapter 952, as amended, the victim of which offense was a minor residing with the defendant, any judge of the Superior Court may, if it appears that the child's condition or circumstances surrounding his case so require, issue an order to the Commissioner of the Department of Children and Families to assume immediate custody of such child and, if the circumstances so require, any other children residing with the defendant and to proceed thereon as in cases reported.

WHAT IS THE CHILD ABUSE CENTRAL REGISTRY?

The Department of Children and Families maintains a registry of reports received and permits its use on a twenty-four hour daily basis to prevent or discover child abuse of children. Required confidentiality is ensured.

DCF CHILD ABUSE AND NEGLECT HOTLINE: 1-800-842-2288

STATUTORY REFERENCES: §17a-28; §17a-101 et. seq.; §46b-120.