

# Youth Curriculum

## 2021-2022 Handbook

For Youth, Parents, and Volunteers



# CURRICULUM

Many staff are experienced with youth but may not have expertise in all of the outdoor pursuits we teach. This is where our volunteers play an important role. We look to volunteers to help teach some of the curriculum below.

## LIST OF CURRICULUM TOPICS

- Climbing
- Hiking
- Outdoor Cooking
- Leave No Trace
- 10 Essentials
- Navigation
- Outdoor Photography
- First Aid
- Stewardship
- Kayaking
- Mountain Weather

# CLIMBING

## YOUTH CLIMBING INTRODUCTION

- Introduce instructors
- Challenge by Choice
  - Discuss the importance of setting personal goals, challenging yourself
  - Explain that there're lots of great goals BESIDES getting to the top
- Support for peers
  - Cheer your peers on, give helpful hints
  - Congratulate your peers on the challenges they took, whatever those challenges are
  - NO SARCASM – what's funny on the ground is not funny when you're nervous and in the air
- Safety Rules (be as interactive when teaching as you can)
  - Stay behind the yellow line until you're invited in to climb
  - Never grab/step on a bolt hanger (explain why: can cut finger, we use them for set up)
  - If climbing on outdoor wall:
    - Rules for bouldering (max height for feet, never climb underneath someone, never pull someone up on top of bouldering stump, etc.)
    - Rules for scramble rocks (never climb underneath

someone, leave rocks where they are, stay out of spaces between larger boulders, etc.)

- Harness instruction
  - Have one kid volunteer to demo
  - Show leg loops, buckles, orange loop goes in the front
  - No low-riding harnesses – must sit above the hips
- Climbing Demo with another volunteer (especially lowering stance)
  - Commands – have the kids as a group altogether say “On Belay”
  - Follow your rope (i.e. don’t go too far off route to avoid a swing)
  - Never climb above the anchor
  - How to lower

## RAPPELLING

**First – Rappelling is a major cause of serious injury and death in all types of climbing (mountaineering, sport, trad, canyoneering). This happens either because of anchor failure (less common) or human error during the rappel. HUMAN ERROR IS THE #1 CAUSE OF DEATH IN RAPPELLING. No joke.**

- Most Common Errors:
  - Improperly threading the rope through the belay device
  - Rappelling off the ends of the rope
  - Human Error with harness (less likely) such as not doubling back the waste belt
- The Main Lesson
  - Review Harness, Helmet safety checks. (Before you approach an anchor station)
  - Talk about assessing the quality of the anchor (Do this as you approach an anchor station on the ground)
  - Is this a common rappel anchor (bolts, etc.)? Do the bolts appear to be in good condition?
  - If a tree, is the tree alive?
  - If a rock/Boulder, is it secure? Do not Rappel off blocks.
- Placement and approach of the anchor (At the anchor station)
  - Is the anchor in a safe place? If a fall is consequential, you need to be secured.
  - If it’s on the edge of a cliff, be on knees/belly if within a body length or have someone belay you to the edge
  - Clip in a personal anchor to the bolts/rap line
  - Thread the rope, and make sure you knot the ends of the rope – an overhand, figure eight, or any bulky knot is fine.
  - Remove the knot before you pull, or you’re screwed.
- Safety while rappelling
  - Auto Blocks (mentioned above)

- Fireman belays – if someone at the bottom of the rap holds the rope, they can pull it tight and the person on rappel is stopped. There should always be someone acting as fireman while the students rappel
- Safety while Rappelling continued
  - Leg wrap – wrap three times around your leg to go hands free (I mention this below)
  - Knots in the rope, hands on the brake.
- Show people how to thread the anchor through a belay device – only tube devices are safe (no Gri-gris off a reepschnur, but that won't be a problem) (Demonstrate this by putting yourself on rappel)
  - Before you take off your personal anchor, you should take up the slack so all your weight is resting on the rappel. This is a safety check, and could have saved the lives of many, many people who rappelled to their death.
  - Once you weight the rappel, double check your system – is your carabiner locked, etc.?
  - Now take off the personal anchor (with a hand on the brake), and begin your rappel)
- Proper rappelling technique (show by rappelling a foot or so down)
  - A hand is always on the brake
  - The braking hand has the most stopping power at your waist – it's better/safer than having your brake hands between your legs
  - Control your speed at first by moving the rope/your hands toward your belay device (not letting rope slip through). As you get comfortable, you can start to let the rope pass through your hand.
  - **TEACH THE LEG WRAP. If you need to stop altogether, you can wrap both ropes around your leg 3 times. The friction will hold you in place.**
  - **KEEP A HAND ON THE ROPE AT ALL TIMES.**
- Once on the ground
  - Find secure footing, make sure that you're safe to be off rappel
  - Your device may be hot from the friction
  - Unlock, call "off rappel", and prepare to act as the fireman for the next rappel
  - If you are the last person, UNTIE THE KNOTS and pull the rope
  - Knots can snag, and will not go through a rappel ring

## OUTDOOR COOKING

First, teach the group about how to cook safely with a camp stove. Explain that you want to be in a stance that will allow you to move away from the stove quickly if anything were to catch fire or produce a large amount of heat too quickly. The campers should crouch or stand around the stove. They should not be too close to the stove and they should not be sitting.

Next, you can show how the camp stove works. Show a variety of camp stoves – pocket rockets, alcohol stoves, propane 2 burners, whisperlites, etc. Explain how the fuel works in each instance. With all gas stoves, connect the fuel and have the campers be quiet as you release the fuel so they can hear the hissing sound it makes. Next explain how to light the fuel and start the flame that you will use to cook the food.

For a typical week, hot chocolate and popcorn are easy, popular choices for outdoor cooking. On Choose Your Own Adventure weeks when outdoor cooking is one of the options, you might try something more elaborate like blackberry pancakes (the campers can pick the berries themselves), a crisp, burritos, mac and cheese, or any recipe that the counselor(s) leading that group want to try.

## LEAVE NO TRACE

This unit gets kids to think about how to be good environmental stewards when spending time in the outdoors. One aspect of this curriculum is to go through a number of items you may bring hiking or climbing and to have the group guess how long it takes each item to decompose. The LNT kit has all of this information. Other ways to teach LNT concepts include describing scenarios and having the campers stop you once the scenario has violated a rule of LNT (example: you stop for lunch and once you finish your banana you toss the peel into the woods). The campers should think through how to act differently in order to be the best steward possible.

## 10 ESSENTIALS

The concept behind the 10 essentials is that these are the items one would need to survive overnight in the backcountry. To help campers understand this scenario, you can create a story (humor is encouraged) describing how someone might find themselves in such a situation. There are a number of ways to teach this lesson.

- Have the group brainstorm what they believe they might need to survive the night
- Have a relay race where you place laminated cards at one end of the room, campers have to run across, choose an item that they would take with them, run back and give a high five to the next person in line. The group that retrieves the correct group of items first wins.
- Go through the 10 essentials and have the campers create skits showing how they would use each essential item in the backcountry.
- Get creative! It is important to mix up the lesson to keep returning campers engaged.

### **LIST OF 10 ESSENTIALS**

- Map & Compass (Navigation)
- Sunscreen (Sun Protection)
- Extra Clothing (Insulation)
- Headlamp (Illumination)
- First Aid Kit (First Aid Supplies)
- Lighter (Fire)
- Rope & Duct Tape (Repair Kit & Tools)
- Trail Mix (Extra Food)
- Water Bottle (Extra Water)
- Emergency Blanket (Emergency Shelter)

### **NON-ESSENTIAL ITEMS INCLUDED IN THE BOX**

- Bug Spray
- Book
- Pot Set
- Stove
- Pillow
- Ziplock
- Cell phone
- Sleeping Bag
- Sitting pad

### **RECOMMENDED (NOT INCLUDED)**

- A few more non-essentials, i.e.:
- Mirror
- Journal
- Sleeping pad

# NAVIGATION

## USING A COMPASS

- Compass parts – have campers say/point to each part as you go
  - Bas – flat plastic part
  - Direction of travel arrow – on base, points in direction you are going
  - Bezel – round part that spins
  - Needle – inside the bezel, the red half points north. The needle is “red fred”
- Holding a compass – hold flat at your belly button with direction of travel arrow pointing out. Have campers demonstrate the correct way, check that everyone is holding the compass correctly.
- Traveling along a bearing – when you know the compass bearing, how to find what direction that is in real life
  - Rotate the bezel (ask someone to tell you what part the bezel is) until the direction you want to go is lined up with the bottom of the direction of travel arrow
  - Then show how there is an arrow or “shed” on the bezel behind the needle.
  - Rotate your body until red fred is in the shed, now you are pointing the direction you want to go
  - Practice with bearings like N, W, SE
  - If the group is younger, talk about how a circle can be broken into 360 degrees and how that relates to compass directions. Practice with some numerical bearings.
- Taking a bearing on an object (optional/for older groups) – when you see an object and want to know which direction it is from you
  - Turn your body and hold compass so direction of travel arrow is pointing to the object where you are using to get your bearing
  - Rotate the bezel until red fred is in the shed
- Compass activity – before starting the curriculum, set up a brief compass course with several steps, each step with a compass bearing and number of spaces. Have the course

lead to a hidden animal mascot or prize. With the group, have the campers follow the compass course.

## USING MAPS

Talk about different kinds of maps – city maps, highway maps, boating charts, topographical maps

- Intro topo maps – ask if someone knows what topographical means, or ask if people have used maps when out hiking, etc. before, explain that these maps are what we use when we are in the outdoors because they have information about what the land looks like
- Parts of the map – compass rose, key, latitude/longitude lines (ask if someone knows what latitude and longitude are. Explain how latitude tells how far north or south you are, and slices up the globe in round slices parallel to the equator. Explain how longitude tells how far east or west you are, and slices the globe into wedges like an orange)
- Talk about contour lines and how they show the elevation of the land. Use contour line cards, have pairs work on matching up contour lines and the profile of the land they would represent.
- Hand out topo maps to each pair/group (Sidenote: for the weeks where we go on hiking field trips, try to use the maps from where we're going)
  - Have groups find on the map: somewhere where the ground is very steep, somewhere very flat, a mountain peak, a valley, a saddle, a ridge. Have them find some of their contour cards on the map.
  - Have groups find the easiest way to get from north to south on their map, and to find a really difficult way.
- How to take a bearing on a map (optional/for older groups) – if you are at point A on a map and you want to get to point B, which direction do you go?
  - Make a straight line between A and B with the edge of your compass (laid flat on the map), with the direction of travel arrow pointing along the line between A and B in the direction of your destination.

- Rotate the bezel until the shed arrow is pointing north on the map (the top of the map). Explain how you don't need to pay attention to the needle right now, since we are looking at direction on the map and not in real life.
- Look at the base of the direction of travel arrow. The number on the bezel that lines up with the base of the arrow is your direction
- Next? You would travel along that bearing (have someone give a refresher on how that works) to your destination!

## OUTDOOR PHOTOGRAPHY

### SAMPLE LESSON

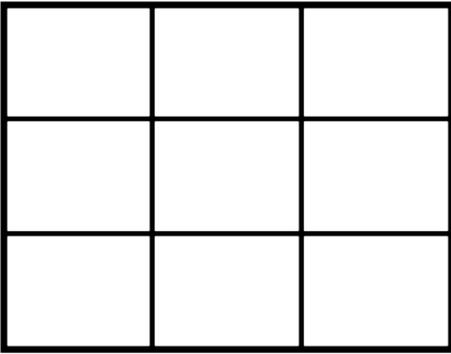
**Start by showing the following pictures to your group. Lay the pictures out next to each other and ask your group to look at them silently, not sharing their observations with anyone (1 minute).**



After they have observed for a minute, ask the group to share what they notice about the pictures. What do they like about the pictures? What is similar between the pictures? What is interesting about the pictures? (4 minutes).

Next, explain that the main object in a picture is called a subject, and that composition is how you choose to set up the subject in the picture. Show

them the grid below (2 minutes).



Explain that it makes the composition interesting when you place your subject where four lines cross, and point out those intersections (1 minute).

Next, let them go out and practice! Tell them that they each get to take a total of 5 pictures, and they should take a selfie before their first picture so we know who took the picture (as much time as you have until the next activity).

Other options for photography:

- Discuss uses for outdoor photography (brainstorm with kids)
- What do they take pictures of? Why?
- What do they do with their pictures?
- What other uses are there for outdoor photographs?
- (guide books, magazines, field guides & scientific research, capture events, artistic interest, etc.)
- What makes a good picture? (have kids brainstorm)
- Review photography tips (hand out copies, but ask for them to be returned at the end of the day)
- When artists are creating a piece, what are some things they might be trying to do? (kids brainstorm) Examples:
  - show an emotion (Picasso's *Guernica* shows the tragedies of war and the suffering it I conflicts upon individuals, particularly innocent civilians)
  - show perspective (Remmington's "Friends or Foes" shows an indian on a horse looking over a hill at a European settler's village)
  - Study light (Monet painted the same haystacks at various times of day in different light to show how light affects perception)

- study color, study shapes, study a specific subject, etc....
  - Show modes & functions of the cameras Students pair up & help each other.
  - Each individual student chooses one subject for their project.
- Options:
- Color (one color or multiple colors) (i.e. A Study of Yellow at Magnuson Park)
  - Shape (i.e. Triangles in Nature)
  - Theme (could be flowers, landscapes, microhabitats, people outdoors, etc.)
- Students have an hour to take pictures.
  - Each student submits 3-5 photographs to be printed
  - While Instructors print photos, students prepare their mounting pages
  - Students mount photos to bring home

## **FIRST AID**

Mix and match these activities depending on the age and experience of your group.

- Measure breathing and/or pulse rate
  - Count number of breaths/heartbeats in 30 seconds and multiply by 2 to get rates
  - Normal resting breathing rate: 20 to 30 breaths/min, normal resting heart rate: 60 to 100 beats/min
  - Have kids get up and run around room and measure rates again afterward—did they increase? Why?
- Band-aids
  - Pretty self-explanatory
  - Explain how band-aids protect the wound from dirt, etc.
- Gauze covering wound
  - For big scrapes and shallow cuts, too big to be covered by a band-aid
  - Put gauze over wound, tape down edges w/ medical tape (or masking tape)



- Pressure dressings
  - For deeper/more serious cuts, use pressure to stop bleeding
  - Create pressure by putting folded-up gauze pad or rolled-up roller gauze over injury and wrapping with another roller gauze



- Moleskin
  - Stop and tell a counselor as soon as you feel "hot spots" as they develop into blisters
  - For hot spots, apply moleskin all over area, trimming to shape and round the corners

- For already-formed blisters, build up several layers of moleskin with a hole in the middle for the blister to fit in
- This reduces pressure/rubbing on the blister and eases pain
- Basics of splints
  - Use for broken bones mostly
  - Pressure feels good on splints
  - Common position of someone w/ a broken arm: splinting arm with other arm. The body's natural reaction is to splint and apply pressure to injury.



- Body splints
  - Finger splint
    - Tape injured finger to other fingers with medical (or masking) tape as a quick and simple brace



- For a more comfortable brace, pad between fingers with a gauze pad



- Hand splint
  - Put roller gauze or a triangle bandage in palm of hand to provide something to grip, then wrap with roller gauze



- Legs
  - Brace leg with other leg
  - Make sure to put padding between them, then tie with triangle bandages or whatever else is available
- Ankle soft splint
  - Use a rolled-up towel to stabilize ankle, wrap with triangle bandages or roller gauze



- Magazine and triangle bandage splint and sling for the arm
  - Roll up a magazine and tape into a tube lengthwise, use to stabilize underneath the arm and hand



- Use first triangle bandage to sling arm—tie an overhand knot in the 90 degree corner, place at elbow of injured arm with other corners spread one over each shoulder, tie corners behind the neck



- Use second triangle bandage to prevent slinged arm from swinging—tie a knot in the 90 degree corner, place over shoulder of injured arm, and tie other corners together around injured arm and torso



- Head bandages using triangle bandage
  - Place gauze (or roller gauze, to create a pressure bandage) over wound on head



- Fold over long edge of a triangle bandage a few times and wrap around head, over the gauze. Cross the long edges over in the back of the head and wrap around to tie in the front with a surgeon's knot (like a normal overhand knot, but wrap an extra time)



- Sucking chest wounds!!!

- When a lung is pierced, it can collapse and deflate the lung. We want to cover up the hole so no more air can get in, while still letting air out of the body cavity, so we create a one-way seal.
- Make a square of saran wrap large enough to cover the wound, place over the wound, and cover with gauze



- Tape down three edges of the saran wrap and gauze, but leave the bottom edge open so air can escape.



- Impaled object in arm
  - DO NOT REMOVE THE IMPALED OBJECT
  - Pack around object with rolled-up roller gauze to stabilize it, then roll the whole thing with roller gauze. If possible, cover the entire impaled object with gauze to prevent contamination.



## **LIST OF ACTIVITIES**

Here is a list of activities broken into categories. If you are with a group of kids who looks like they are getting bored or disengaging from the activity, try to play a game with them! If kids are looking tired, try playing a low energy game, and vice versa. The initiative games are good for groups who are struggling to work together. Be careful not to choose a game that will be too challenging or too easy for them.

## **ICEBREAKERS**

1. **Tiny Teach:** Pair participants in groups of 2. Give each person an opportunity to think of something they can teach their person, and then give each team 5 minutes to teach their talent. After 5 minutes is up go around circle and have each person share what they learned.
2. **Elbow Tag:** Have the group break into pairs with elbows linked. There can be only two to a group. One group of two breaks apart, one becoming the chaser and one the chased. The way to escape being the chased is to link arms with a group and say the person's name when grabbing their elbow, this bounces the other person off the pair however and they become the chased.

3. Ninja: All players must start by standing in a circle facing each other with their hands in front of them. The lead player (after the first round, the lead player will be the winner of the previous round) will loudly say "Ultimate," and then everyone in the circle will say "Ninja!" as they choose a pose. Once they have chosen a pose, everyone except the lead player must stay frozen. The lead player will then try to hit another player's hand in one swift motion. They must freeze in the position they were in at the end of their attack. If they hit another player's hand, that player is out of the game for the rest of the round. The "attacked" player may move out of the way, but must re-freeze in their new position. From there, each person will take a turn going clockwise around the circle. Players may attack anybody and move anywhere they want as long as they remain frozen (unless they are attacking or being attacked). The game is over when there is only one player left! The game moves relatively quickly, but players tend to be enthusiastic about playing multiple rounds.
4. The wind blows if: Stand in a circle. Have one person step into the center, and close the circle. Person in the middle says, the wind blows if... and says something about themselves. Whoever shares that quality has to change spots and the person in the middle moves to take a spot. Whoever didn't get a spot will go next.

## NAME GAMES

1. Warp Speed: Stand in a circle. Instructor starts with one ball (or object) and throws it to someone in the circle, saying their name before you throw it. Whoever received it says, "Thank you, (name of instructor)". They then throw it to another person in the circle, continuing the pattern until everyone has only received it once, ending with instructor. You can challenge them to go faster, add more balls, send one ball backwards, think of solutions to not drop the ball, etc.
2. Tarp Drop: Break the group into two teams and separate them with a sheet or tarp. Have one person from each team come up to the tarp facing each other. When the tarp is dropped the first person to say the others name wins and the named person joins the victor on their side. Play until everyone is on one side.

3. Dizzy Stick: Standing in the middle of a circle and holding the magic stick, one student spins around until dizzy and then must make their way to the named person and give a high five. Have them look up while they spin for mega-dizziness.
4. Bippidy Bop Bop: Stand in circle, start with instructor in the middle. Instructor (or whoever is in the middle) points at another person and gives a command – left, right, you, me. Person who was pointed at says the name of the person in the direction of the command before the person in the middle says “Bippidy bop bop “. If they don’t beat the middle person then you switch, if they do then middle person continues to point. You can add other fun commands. Whoever messes up on these switches (doesn’t have to be person in middle): *Banana peel* – Person who was pointed at sands up straight with hands pointed over head and people on either side become the peels and droop hands sideways. *Charlie’s Angels* – Person who was pointed at points towards middle of circle, people on either side put back towards pointed person and put fingers up towards sky. *Popcorn* – Person who was pointed at has to start popping like a corn kernel

Make up your own!

## LARGE GROUP GAMES

1. Giants Wizards and Elves: Split group up into 2 teams, designate 2 safety zones, one on each teams side, and designate a middle area. Each team then gets in a huddle and picks what they want to be as a team, a giant, a wizard or an elf. Giants put their hands up over their heads, wizards put their hands our straight in front of them wiggling their fingers, and elves make pointy ears on their head with their pointer fingers. Once the teams have decided their character they want to be, they come up to the center spot and line up face to face, then on a count of 3, everyone does whatever action their team picked. Giants beat elves, elves beat wizards and wizards beat giants, so the team that beats the winning team chases the other and tries to tag as many members on the other team as possible before they reach the safety zone. The members from the team that get tagged become a part of the other team. Repeat until all players are on one side.

2. Ultimate Rock paper Scissors: A great game or icebreakers for really big groups based on Darwin's theory of evolution. Everyone starts out as an egg and bounces around making egg sounds until they encounter another egg. The two eggs play rock, paper, scissors, and whoever wins becomes a chicken and the loser remains an egg. Two chickens meet, play R/P/S and the winner becomes a t-rex dinosaur. Two dinosaurs meet and the winner becomes a supreme being. The supreme being stands and sings the Supremes song "stop, in the name of love, before you break my heart" using sign language to illustrate the song. Once everyone becomes a supreme being the game is over. Modify the steps and creatures if you like, there are countless variations.
3. Rock Paper Scissors Champion: Explain rules of rock, paper, scissors, shoot. Group pairs up and begins to play RPS. When someone loses they must now follow the winner around and cheer them on. Winners continue on, and anytime someone loses the group become winners fans. When it gets down to two people it'll be a big cheering match for the two people.
4. Alaskan Baseball: 1) Start with 2 teams. 2) One camper is given a throwable object, their team then forms a circle around them and that person throws the object. 3) After he/she has thrown the object then he/she goes around the circle saying everyone's name in order of the circle. Every time he makes it around the circle it counts as a run. 4) Meanwhile the other team is chasing the object. Everyone forms a line behind the first person that has gotten the object. They then pass the object between their legs until it reaches the last person, where it is then passed overhead back to the first person in line. 5) When the first person gets the object the team yells out, and the other team stops counting runs. The first person in line that retrieved the object now has a circle formed around him and he throws the object and the process reverses.

## **FUN SILLY GAMES**

1. Camouflage: One person is the spotter and cannot move from a stump or rock. They close their eyes and count to ten. The rest of the group runs off and hides. The hidiers must be able to see the

spotter. If the spotter can see someone and call them out by name they are out. Once he or she cannot see anyone they count again to nine and start another round. The other people start to run back in. Keep going with the count being one less each round. Whoever is closest at the count of one gets to be the spotter in the next game. If the spotter gets everyone they get to keep their position.

2. 2 truths and a lie: Each person thinks of 2 truths and 1 lie about themselves. One person at a time says these three things, and everyone tries to guess which is the lie. Whoever guesses correctly goes next.
3. Rock Paper Scissors baseball: Set up bases as in baseball. Separate into two teams. Each team sends their first player walking from home base going opposite directions. They must walk heel to toe. When they meet they face off doing rock paper scissor. The winner keeps walking heel to toe while the other goes back to the end of the line for their team and the next person on their team begins heel to toe and continue. When a person from either team reaches home they score a point. Team with the most points win.
4. Wah: Everyone stands in a circle facing each other. Then everyone extends both of their hands into the middle of the circle. Everyone says "Waaaaaaaah" and moves their fingers. Then a person will start the game by putting their hands together and saying "Wah!" while pointing to someone else in the circle. When this happens, everyone should put their hands together (throughout the whole game) pointing down in front of them. The person who is pointed at quickly puts their hands together over their head and yells "Wah!". At the same time, the people on either side of that person "chop them in half" with their hands and yell "Wah!" The person with their hands raised then yells "Wah!" and points to someone else in the circle. It is the most fun when players are really dramatic with their hands and yelling. People are out when they react too slowly, do the wrong hand signal, or forget to yell "Wah!" After someone is eliminated, the game begins a new round. At the end, only three players will remain.
5. Dead Lions: One person is the hunter and everyone else lays down on the ground as 'dead lions.' The hunter is trying to wake all the

lions by making them laugh. The hunter cannot touch the lions and a lion cannot bury its face. Once roused a lion becomes a hunter as well.

6. Chief: One person leaves the circle. This person will be the guesser. The group picks one of the remaining group members to be the chief. This person will be the guide for the group. Everything the chief does the rest of the group has to do, they copy all motions, expressions, etc. The group does not want the guesser to figure out who the chief is.
7. Green Glass Door: What you can see through the green glass door is anything with double letters in the spelling. For example, I can see grass but I can't see mud, I can't see the swamp but I can see the moor, etc.
8. Minute mysteries: Short riddles that use yes and no questions to help figure out the answer. Just like the game twenty questions, minute mysteries work by using the process of elimination. Minute mysteries make great vacuum fillers on the trail, during transports, or camp.

**Q:** A man has to cross a bridge that will hold no more than 200 lbs. The bridge can only be crossed once. He weighs 190 lbs. And has three five pound bundles of medicine he needs on the other side, how does he do it in one trip?

**A:** He juggles them.

**Q:** A man walks into a bar and asks for water. The bartender points a gun at him. The man says thank you and leaves happy, why?

**A:** The man had the hiccups and the bartender scared him.

**Q:** A man is found dead in the middle of a room lying in a pool of water, how did he die?

**A:** He hung himself on a block of ice.

**Q:** A man is dead in a room with a rock. How did he die?

**A:** Superman. The rock is kryptonite.

## FULL VALUE CONTRACTS

1. Hand Contract: Start with all fingers down, and group raises PINKY FINGER. Explain that this finger represents "SAFETY," as it is the smallest and most prone to getting hurt. Then raise RING FINGER - represents "COMMITMENT." – committed to helping the group have fun and stay safe. Next raise MIDDLE FINGER – it is typically held up by itself, the middle finger usually means something negative and bad. However, during this activity it means something "GOOD AND POSITIVE." Meaning: don't put yourself down and don't put others down. Next raise INDEX FINGER – which means "DIRECTION." This means you will follow directions throughout your time with the group. Last raise THUMB (like giving a "Thumbs Up") – remember that this day is about having fun! Everyone gives high fives to seal the contract.
2. Comfort Circles: A great way to front load your day. The inner circle is where you are comfortable, and is the place of the least amount of learning. The middle circle is where you are uncomfortable and challenged and is where the most learning takes place. The farthest out is where you are panicked and learn nothing. The more time you spend in the challenge zone the more your inner zone expands as you become more comfortable pushing yourself.

## NON-FACILITY INITIATIVES

1. Steal My Chicken: This is basically team red light green light. The instructor with a water bottle behind their legs. Everyone else is lined up 10-20 yards away. When Instructor turns around and says 'Steal my chicken', everyone else can run towards the bottle. Once they reach it they must get it back to the line. Each time Instructor turns back around they can take one guess of who has the bottle. If they guess correctly, entire group has to go back to starting line. If they don't, then continue with "steal my chicken" continuing to guess who has the bottle when you turn around. Make it an initiative by saying that everyone must touch the bottle.
2. Tarp flip: All the students stand on a tarp. They must flip the tarp completely over without anyone touching the ground.
3. Silent Line-ups (2 versions): Version 1 – Have the participants line

up in order of age, birthdate, who lives closest to school, etc. while being completely silent. Version 2 – Put down as many poly spots or spot markers as there are students. On a piece of paper, draw the poly spots and assign people to each spot (make sure to do this randomly, and not in terms of height or any specific characteristics.) They choose one person who can ask you if they are in the right order, and then they try to figure out the order without talking.

4. Chocolate River: Mark a start and end spot. Tell group they are in front of a giant chocolate river, and they have a certain number of marshmallows to get across. Give group 8 poly spots (or enough to for everyone but 2 or 3 people to have a spot), and tell them they have to get from start to finish using the spots. They must always have one body part touching the spot, or they lose it in the river. They must get their entire group across.
5. Traffic Jam: This can be a challenging one and can take a lot of time. If you have 10 kids put 11-bucket lids on the ground in a straight line. Have two lines of five facing each other with the open bucket lid in the middle. Now the line must find a way to exchange places. The only legal moves are going forward to an empty bucket lid directly in front of the person, or hopping over one person from the other line to an empty space. The solution is to make sure each side's series of moves ends in a step forward.



## DEBRIEF METHODS

1. What, so what, now what: Ask group – What happened? So what does this mean for our group? What are we going to do with that information?
2. Ownerships: Go around and have everyone share a positive ownership for something they did well. Also have them share a constructive ownership for something they could have done better and a plan for how they will improve.
3. One word whip: In a circle, the group tells the story of what

happens. The first person starts the story with a sentence, and the next person continues the story until it gets the last person in the circle.

## **EXAMPLE SUMMER CAMP FIELD TRIPS**

Field Trips can be a lot of fun for campers and staff alike if they are well-managed and the staff is prepared for their roles. Below are brief descriptions of each of the trips our Seattle Camp went on in 2014:

### **ALDERLEAF**

Alderleaf is a Wilderness College that teaches primitive survival skills. For this field trip, Alderleaf instructors take groups of Junior Mountaineers around their campus and lead sessions on camouflage, shelter-building, navigation, and other survival skills. Staff and volunteers assist with behavior management and communication between Summer Camp staff and Alderleaf instructors.

### **OUTDOOR ADVENTURE RAFTING COMPANY**

The rafting trip is a lot of fun, and requires a good amount of logistical support before you get into the rafts. Once you arrive at the rafting company, the big task is getting the campers set up in their wetsuits and PFDs. Assist the Camp Director in lining the campers up smallest to biggest, because the rafting company has fewer youth wetsuits than the number of campers. Once all the campers have their gear, the Camp Director will help the raft guides sort them into groups based on the number of boats they are using that day and the type of boats (some require stronger rowers than others). Once in the water, make sure that your campers stay warm and hydrated and help them enjoy the slow parts of the river with songs, games, riddles, etc.

### **DISCOVERY PARK**

At Discovery Park, the campers have a relatively relaxing day of exploring the two main beaches at the park. They get dropped off in the north parking lot and then walk the camp down to the north beach area where kids can explore tide pools and play with natural clay. Be sure to have a map of the park and check the trail signs because there are many trails that go through the park. The south beach is sandier and full of driftwood. You may or may not have a stewardship project at the park in the afternoon. The walk up to the east parking lot is long and hilly, so give plenty of extra time for the group to head back from the beach or the stewardship project.

### **CAMP LONG**

At the Camp Long field trip campers get a chance to try various ropes

courses. The older groups will try a low ropes course and a high ropes course. The younger groups will try a low ropes course and climb. The schedule for that day will depend on the age demographics of your camp group, the availability of the ropes courses at Camp Long, and which instructors you have available. Be prepared to play games and provide arts and crafts because there may be unstructured time during the trip.

### **EXIT 38/RATTLESNAKE LAKE**

In 2014 we split up the Mountains Week field trip into three mini field trips. The oldest kids went to Exit 38 to do outdoor climbing. The middle aged kids enjoyed a hike up to Rattlesnake Ledge. The youngest kids went to the Cedar River Watershed Education Center and then had swim time and played games at Rattlesnake Lake.

### **WALLACE FALLS**

Wallace Falls is a hiking field trip, and your task as staff and volunteers is to keep your group together and keep the campers motivated to make it to the falls. Wallace Falls is a couple miles long and has a few hilly sections and many opportunities for berry-picking along the way. The campers will likely make it to the lower falls, where there is a picnic area and nice views of the waterfalls. The youngest kids will likely hike to the Small Falls Interpretive Trail, which is a much shorter trail that ends at a creek.