

CHAPTER 7: STAFF TRAINING – A TREASURE CHEST

Staff Week Topics to Discuss

Staff Week is typically an action-packed, exciting, exhausting week for everyone. Each staff member is happy to be back at camp and see friends, while perhaps a bit nervous about the summer ahead. Camp directors work hard to find a balance between allowing time for staff bonding and fun and setting aside time to learn such important camp procedures and policies having to do with the infirmary, dining room, laundry, night time bunk coverage, etc. Each division needs time to bond, plan daily and special day activities, and learn details about the campers in their division.

In camps with inclusion programs, additional time may be spent learning about ways to best support campers with a range of needs. In camps with specialized programs for larger groups of campers with disabilities, most of staff week may be spent learning about such special issues as seizure management, behavior management, and issues specific to the campers with disabilities who will be in attendance that summer.

There is no one-size-fits-all preparation which can be suggested for staff week. Keep in mind when planning that the need, and many opportunities, will arise for additional training throughout the summer. Ideally, the daily staff meeting should allow time for discussion of camper behaviors and intervention plans.

In a camp offering an inclusion program (where campers with disabilities live in bunks with typically developing campers), it is likely that inclusion staff training will be very similar to the training which all camp staff members receive. The inclusion director or inclusion specialist will spend time with bunk and divisional personnel, covering the following additional, specialized topics:

- Philosophy and goals of inclusion (and what inclusion looks like in this camp setting)
- Things the staff needs to know about this specific camper (areas of ability and disability, behavioral styles, goals, strategies and tricks, “chain of command” when it comes to caring for and managing this camper and communicating with his/her parents, etc.)

In a camp offering a large “camp within a camp” program for campers with disabilities, it is likely that the program’s director and staff will have a great deal of time to work as a group and cover all or most of the following topics. These areas will be discussed and revisited frequently throughout the summer in divisional meetings:

- Staff bonding and ice breakers
- Program overview—history, goals, philosophy
- Roles—director, division head, social worker, head counselor, camp “mom”, inclusion coordinators (titles and roles vary by camp)
- Summer theme and goals (camp wide and for the division)
- Personal goals
- Creating a Positive Behavior Environment in camp and in cabins
- Preparing for and reviewing the needs of each camper in the bunk.
- Review of schedule/expectations of staff week (Be on time; Ask questions/ Ask for help; Participate; Work as a team; Have fun)
- Role plays: simulating various situations you are likely to encounter—camper who won’t get out of the lake; camper who won’t get out of bed)
- Overview of daily schedule and weekly/monthly calendar of events
- Discussion of and division into planning committees such as: evening activities, prayers; Shabbat; special days; vocational training and inclusion
- How to plan an evening activity or special day activity (all day when specialists are off)
- Discussion of bunk set up and time to actually organize and set up bunks
- Discussion of individual campers (go through camper files—important info, goals, etc.)
- Write the division song!
- Planning time (first day, first week, first Shabbat)

- Discussion of:
 - Bunk clean up procedures
 - Letter writing
 - How we speak about campers in camp community (respectfully, confidentiality)
 - Communicating and sharing responsibilities with your co-counselor and fellow staff members (including live-ins from specialty staff)
 - Days off/curfew
 - Meal time procedures/monitoring food intake, balance, allergies
 - Bunk activities/creating a bunk culture
 - Procedures for: laundry, meal times, getting cleaning and art supplies, etc.
 - Creating inclusive opportunities for our campers with rest of camp; discuss how to accommodate camper needs at each activity
 - Supervision and weekly meetings with division heads (when, format, goals)

Staff Week Sample Schedule 2014 from Ramah New England

Below is the sample staff week schedule offered by Camp Ramah in New England. This schedule was prepared for Staff Week 2014 for all members of the *Amitzim* (camping) program and Voc Ed, the vocational training program. The larger staff participates in all camp wide staff meetings, trainings and evening activities, and *Amitzim* and Voc Ed, have blocks of time each day of staff week for training specific to the programs for young adults with disabilities. Parts of the schedule have been color coded to indicate who is required to attend each training.

Code

- Amitzim and Voc Ed Together
- Just Amitzim
- Just Voc Ed

Schedule

WEDNESDAY, JUNE 18

11:00-1:00: Staff Arrival

12:30-2:00: Buffet Lunch

3:30-4:45: Edah (Division) Time

3:30-3:45: Ice breaker

3:45-4:05: Introductions

4:05-4:20: Ice Breaker

4:20-4:40: Staff Week Schedule

Questions?

5:00: Opening Plenary

6:30: Dinner

7:15-8:30: Edah Time

Amitzim:

Voc Ed: Why are we here? Why is Vocational Education Important? What are our goals this summer, both for ourselves, and for the Voc Eders?

8:45: Ma'ariv (Evening Prayers) and Peulat Erev (Evening Activity)

THURSDAY, JUNE 19

8:00: Prayers

9:00: Breakfast

9:45-12:45: Behavior Management Rotations (for entire camp)

1:00: Lunch

1:45: Mincha

2:00: Chofesh (free time)

3:00-5:00: Edah Time

3:00-3:10: Ice Breakers

3:10-3:50: Tikvah group introductions – Roles and Responsibilities

What is Amitzim, What is Voc Ed? What is Amitzim staff's role with Voc Eders, and Voc Ed Advisor's role with Amitzimers?

3:50-4:10: Disability readings and ongoing training this summer (Howard Blas-Tikvah Director)

4:10-4:30: Systems/Safety

4:30-5:00: Follow-up on Behavior Management from the morning rotations – Tikvah specific behavior management techniques

5:00: Hanhalla Meeting (Camp Administration/Directors/Division Heads)

6:30: Dinner

7:30-9:15:

Amitzim: Diagnoses/Camper Files (Aim to review 10 campers)

Voc Ed:

9:30: Ma'ariv and Peulat Erev

FRIDAY, JUNE 20

8:15: Tfillot – Beit Am Bet, Tikvah Tfillot (demonstrating the unique musical prayer experience of our disabilities program for entire camp community)

9:00: Breakfast

9:45-12:00: Voc Ed Work Time

10:30-12:00: Cee Gandolfo with Specialists (Outside trainer working with our job site supervisors/job coaches)

12:00-1:00: Tali meets with Cee

12:00: AM SKIER Presentation for all staff – Beit Am Bet (insurance company used by many camps)

1:00: Lunch

1:45: Mincha

2:00-3:00: Cee Gandolfo with Voc Ed Advisors, Amitzim begins programming

3:00-3:30: Cee with Amitzim – Life skills, independent living skills

3:30-4:00: Amitzim Edah Time

3:00-4:00: Work Time

4:00: Walmart (time to purchase supplies/small gifts for campers and bunk)

4:45: Snack

5:00: Hachana L'Shabbat (Preparation for Shabbat Time)

7:00: Kabbalat Shabbat and Ma'ariv in Grove

8:00: Seudah Shabbat

SHABBAT, JUNE 21

9:00: Tfillot

9:45: Breakfast

10:30: Kriat haTorah and Musaf

11:30: Chofesh

1:30: Lunch

2:30: Chofesh

3:00: Optional Learning on Inclusion

4:00: Edah time

Text study on disabilities

Shabbat for Tikvah – How to structure and be aware of down time

Magshimim Buddies, and the role of Amitzim counselors during buddy times throughout the week (learning about our newest peer mentoring program with 13 year old division)

5:15: Peulat Shabbat

6:15: Mincha

7:00: Seudah Shelishit

8:00: Kavanah

8:45: Ma'ariv and Havdallah

9:30ish: Leyl Edah and Reception at Rabbi Gelb's house for non-bunk staff

SUNDAY, JUNE 22

8:15: Tfillot

9:00: Breakfast

10:00-12:00: A Day in the Life: expectations for counselors at various times of the day, role plays

10:00-12:00: Work time for Voc Ed

12:00-1:00: Voc Ed Reviews Participant Profiles

12:00-1:00: Amitzim Va'ad Time

1:00: Lunch

1:45: Mincha

2:00: Chofesh

3:00: Anti-Bullying presentation

4:00-6:30: Work Time for Voc Ed

6:30: Dinner

7:30: Allergy Training

8:15-9:00: Edah Time

Programming Check in for Amitzim

Voc Ed:

9:00: Ma'ariv and Camp Rules Meeting

10:00: Peulat Erev

MONDAY, JUNE 23

8:00: Tfillot

9:00: Breakfast

10:00-11:00: Tzad Bet with Rabbi Mitch Cohen (Beit Am Bet)

11:00-12:00: Work Time: Peulah Planning, Set up cabins, moadon (our division's multi-purpose space)

11:00-12:00: Voc Ed Reviews Participant Profiles

12:00-1:00: Work Time

12:00-1:00: Review Camper Files (Aim to review 6 campers)

1:00: Lunch

1:45: Mincha

2:00: Menucha

3:00-5:30: Work Time

3:00-4:00: Work Time: Peulah Planning, Set up cabins, moadon

4:00: Amitzim Camper Care with Talya (director of camper care)

4:30-5:30: Review Camper Files (Aim to review 6 campers – IF WE ARE NOT DONE, DINNER IN THE OHEL)

5:30-6:15: Check in – How are we feeling? Fears alleviated? New fears? Goals for the summer?

6:30-8:00: Start of Camp Banquet!

8:15: Edah Time/Final Prep

TUESDAY, JUNE 24

7:30: Tfillot

8:15: Breakfast

10:00: Gates Open!!

An Alternative Staff Week Schedule

This next training schedule can be used for a program that is a stand-alone camp (i.e. a camp that only serves children with disabilities or a division of camp that only serves children with disabilities) or it can be used to supplement a training schedule at a camp that has a full inclusion model (i.e. campers with disabilities living in bunks with campers without disabilities). In the schedule below you will find three sample days of training along with some suggestions of other topics to include.

XXXXX CAMP

THURSDAY, JUNE 21, 2012

DAY 1

WELCOME TO CAMP!

- 12:00 Staff Arrival
- 5:00 Group Activity and Settling In
- 6:00 Dinner
- 6:45 Getting to Know About Camp (Basic Info: Mealtimes, safety, privacy in living quarters, wake-up, bathrooms around camp, what will tomorrow look like)
- 7:00 Recreation activities led by Division Heads and Senior Staff
(Volleyball, Kickball, Hike, Scavenger Hunt, Camp Trivia, Canoeing, Camp Jeopardy)
- 8:00 Recreation activities led by Division Heads and Senior Staff
- 9:00 Staff Lounge is available for evening program and refreshments

XXXXX CAMP

FRIDAY, JUNE 22, 2012

DAY 2

- 8:00 Wake up
- 8:30 Breakfast
- 9:15 Large group games and Ice Breakers
- 9:45 All staff to Large Rec for Getting to Know Camp 2
 - Hallmarks of the XXXXX Experience (DH's can share experiences and tell a story about connections made with the kids. Can also show a slide show of last year so counselors see who the campers are. Talk about Inclusion at camp, Camp Philosophy)
 - General Job Description/Responsibilities (Rituals, Routines, Role Modeling, Smoking, Parking Cars, Food in the Bunks, Communal Living, Staying out of People's living quarters, Laundry) (We can break into Groups to focus on the main goals of camp: Learning, Safe, Positive, Fun)
- 10:45 All staff by Divisions: tours of camp
- 11:45 Cabin Staff Training - Introduction

- Game
- Training Expectations
- How will this group interact?
- Time off this week
- Getting your creature comforts met
- Questions
 - Aleph counselors meet at Canteen
 - Bet counselors meet at Small Rec Hall
 - Gimmel counselors meet at Large Rec Hall
 - Dalet counselors meet at

12:45 Dining Hall Procedures

(Kashrut and how meals are served out, meeting the needs of campers at mealtimes)

1:15 Lunch

2:00 Program Area Training (the program area refers to the division in which a cabin counselor will work, or for specialty counselors, the programs they would report to, such as Athletics, Programming or Waterfront/Pool)

- Game (Name Game – 15 min)
- Supervision and Support (Chain of Commands, whom to go to, these are the people supporting you, Senior Counselor is on the top and Director on the bottom, who is giving you your evaluation – 15 min)
- A typical day (an interactive 45 min walk through)
- Specific Job Responsibilities (Hour off, Specific Bunk Life Responsibilities and as far as Programming: when the kids come through the door this is what you do, planning time. As a general cabin counselor your responsibilities are..., as a waterfront counselor your responsibilities are...)
- Teambuilding Activity (such as Stepping Stones, reflect on it, how do we interpret this and what do we do with the information).
- Questions
 - ALEPH general counselors to the
 - BET general counselors to
 - GIMMEL general counselors to
 - DALET general counselors to the
 - SPECIALTY counselors to Headquarters – Beth and Rick
 - WATERFRONT counselors to the ...

6:00 Shabbat Preparations

6:45 Shabbat Services and Dinner

9:00 Staff recreation – Israeli Dancing

XXXXX CAMP

SATURDAY, JUNE 23, 2011

DAY 3

8:00 Wake up

8:30 Breakfast

9:15 Shabbat Services

11:00 Fire Safety, Security, Emergencies, Administrative Practices

12:00 Privacy, Alcohol/Drugs

1:15 Lunch

2:00 Area Training

- Game(s)
- Recreational Inventories and Individual Camper Plans
- Questions
 - Aleph counselors meet at Canteen
 - Bet counselors meet at Small Rec Hall
 - Gimmel counselors meet at Large Rec Hall
 - Dalet counselors meet at ...

4:00 Positive Behavior Management – How Do I Manage a Difficult Child and how to put behavior supports in place for all children.

6:00 Dinner

6:45 Area Training – Behavior Management Role Plays with Bunk Life Areas - Part 1 (Mornings, meals, shower time, bunk mtg., bed)

XXXXX CAMP

SUNDAY, JUNE 24, 2012

DAY 4

8:00 Wake Up

8:30 Breakfast

9:45 Behavior Management II – How Do I Manage a Difficult Child?

11:45 Program Area Training

- Evaluations and Counselor Goals
- Experiential Days

1:15 Lunch

2:00 Break

3:30 Program Area Training: Behavior Management Role Plays

4:30 Cabin Assignments

6:00 Dinner (optional)

OTHER TOPICS TO INCLUDE DURING TRAINING WEEK

- Universal Design
- Supervisory Relationships and Goals

- Dealing with Campers' Developing Sexuality
- Nudity, Toileting, Showering, & Affection
- Physical and Emotional Abuse Prevention
- Inclusion at camp, Recreational Inventories and how accommodations are made.
- Each cabin should review camper files with senior staff to get to know the children in their bunks.

Recreational accommodation forms and Individual Camper Profiles should be done after this review occurs.

- Specialty staff should all be trained on how to create accommodations for campers in their areas.
- How do handle questions campers may have about peers with disabilities.
- Specific strategies for managing behavior
 - Social stories
 - Visuals
 - Retreat space
 - Picture schedules

STAFF WEEK TO DO LIST:

- Ice breakers
- Roles – Clarifying roles of various senior staff, Howard, Shana, Tali, Ayelet, Counselor, Voc Ed Advisor
- Sensitivity
- Behavior Management
- Task Analysis/Positive Reinforcement
- Communication/Giving Directions
- Diagnoses - Camper Profiles
- Sensory Overload
- Systems – safety, etc.
- A Day in the life
- Counselor expectations at each time of the day
- Role plays
- Misc.
- Setting up bunk
- Posters
- Peulat Tzrif
- Vaads
- Programming
 - Program bank
 - Themes for each week
 - First day programming
 - First week peulat erev
 - Tfillot planned through Sunday – Who is leading?
 - Dvar Torah
 - Torah readings
 - Peulat Shabbat

● What follows below is a treasure trove—of role plays, sensitivity activities, a guide to Person First Language and word choice, information on specific disabilities, and Jewish texts. Each person and camp will use this section differently. Some are grab and go activities which you can use as is with your staff; you will want to adapt others to your specific camp. Some of the terms may be unique to a particular camp. There is certainly something for everyone in this section, and it offers a glimpse into the fine work of so many different camps.

Role Plays and Inclusion Activities

TABLE OF CONTENTS

- Equal Treatment vs. Treatment for Equity

- Role Play Suggestions
 - Late Lucy
 - Pacing Paul
 - Messy Missy
- Building an Inclusive Community – Activity Plan
- Sensitivity Activity
- Inclusion Counselor Training
- Experiential Activities
- Games and Activities to Introduce the Themes of Inclusion and Supporting Diverse Needs
- Positive exposure: The Spirit of Difference
- Understanding The Role of Behavior in Communicating (Behavior Management Session for Staff)

Equal Treatment vs. Treatment for Equity: Equal treatment means treating everyone the same way, regardless of the differences among their abilities. Achieving equity means giving every camper an equal chance at success, even when it means treating them differently to do so.

In the next section, starting on page 94, we have offered some simulation activities which are intended to offer a glimpse into the very complex world of disability. We offer these activities with a very big disclaimer which is summed up beautifully on the University of Arizona website in a section entitled “Disability Awareness and Simulation Activities.” (<http://drc.arizona.edu/outreach-education/disability-awareness-and-simulation-activities>):

To more authentically understand a diverse or underrepresented group, you might think to create a simulation or immersion activity. However, within the disability community, simulations are highly controversial. We do not believe that simulations can truly or completely replicate the disability experience. Focusing on only certain pieces of the disability experience, simulations tend to leave participants with increased negative perceptions of disability—feelings of pity for disabled folks or relief that they are not disabled, rather than engender a feeling of pride or respect for the community.

In preparing their students for understanding fellow students with disabilities, they write, “It is helpful, when planning an event, to ask yourself reflective questions. What do you want participants to gain, learn or appreciate as a result of having attended your program? How would you program around another cultural group? Rather than try to simulate a complex cultural experience, you may want to focus on one aspect, for example, accessibility, sports, or activism.”

And they offer some programming ideas:

- Attend a wheelchair sports event.
- Study disability art.
- Watch and discuss a movie like Murderball (<http://www.metacritic.com/movie/murderball>) or Lives Worth Living (<http://www.pbs.org/independentlens/lives-worth-living>).
- Discuss disability activism and the disability rights movement. Check out these resources:
 - Disability Social History Project:
 - http://www.disabilityhistory.org/timeline_new.html
 - Disability Rights Timeline:
 - <http://www.pbs.org/independentlens/lives-worth-living/disability-rights-timeline.html>
- Reflect on campus design and consider the impact design has on access and equity.
- Watch Aimee Mullins or Roger Ebert on TED.com
- Start a book club. Consider some memoirs: Emily Rapp’s Poster Child, John Hockenberry’s Moving Violations, Simi Linton’s My Body Politic.

Here is a similar perspective worth considering: http://www.huffingtonpost.com/emily-ladau/i-wont-disability-simulation_b_4936801.html. In her essay, entitled, "I Won't Pretend That Disability Simulation Works," disability rights activist Emily Landau argues against such simulations:

Activities meant to simulate the experience of disability are so often lauded as moving, powerful, eye-opening experiences. With just a few hours in a wheelchair, wearing earplugs, or wearing a blindfold, people supposedly gain a deeper understanding of what life with a disability truly entails. I, for one, don't buy it.

The goal of increasing sensitivity and awareness is a respectable one, but I've long wondered if simulating disabilities ever truly accomplishes this.

How can what amounts to a game of pretend enlighten a person about something that has shaped my entire life? Of course, I realize there are several people and organizations out there that are trying to do their best to use simulation activities to create positive change. But at the end of the day, the temporary glimpse into disability that such exercises provide are just that – temporary. It is simply impossible to fully immerse yourself in another person's being.

Herein lies the problem with disability simulation. It may make a person more aware of another person's experiences, but it doesn't dig deep to the root of discrimination against people with minority identities. Instead, it's more likely to evoke empathy or pity than true acceptance. I've heard reactions that point to this time and time again. For instance, while chatting with an able-bodied friend of mine who had to wheel around Washington, D.C. for a school project, she told me "I don't know how you do it. When I tried to get on the train, I gave up and got out of the chair to lift it over the gap. It's so hard being in a wheelchair."

Assuming that a majority of people who participate in simulation activities have similar reactions (which most that I've encountered do), why isn't this sparking real noticeable change in ending the stigma and accessibility barriers that I face every day? Twenty-three years after the Americans with Disabilities Act was passed, the disability community still encounters inaccessibility in so many places. Clearly, the takeaway message that is hoped for from disability simulation is not getting through.

Some may argue that this is because too many disability awareness activities just aren't being done the right way, or that enough people aren't involved in them. Well, I'd like to counter that they're just not working. Simulation is not an ideal way to transform society's view of disability.

Consider the fact that for so many, disability is an identity and a culture, as are race, religion, ethnicity, gender, sexual orientation, etc. Now, imagine if schools and organizations began to hold widespread Black Awareness events, during which white people would put on blackface and go around in public for a few hours to gain an understanding of the experiences of black people. I think it's an understatement to say that would rightfully result in a nationwide angry uproar for several reasons.

First of all, the term "awareness" makes minority groups sound like a problem. Second, a brief activity can never replace a lifetime of experiences. If being black and being disabled are both identities, why are disability awareness events the only one of its kind deemed to be acceptable, while awareness events for other identities would undoubtedly be deemed offensive? To me, it feels like the opposite of acceptance to have my entire identity as a person with a physical disability reduced to an isolated simulation experience.

If this logic hasn't convinced you that disability simulation isn't effective, take a moment to ponder the situation in reverse: My disability severely weakens the joints and muscles in my legs, so the only way I can experience walking is by wearing heavy leg braces made of metal and plastic. The awkward waddling I occasionally do around my kitchen during physical therapy in no way gives me a true understanding of what it feels like for an able-bodied person to walk, go upstairs or climb over obstacles each day.

In much the same way, an able-bodied person using a wheelchair to awkwardly push themselves around in no way gives them a genuine understanding of what it feels like for a disabled person to wheel around and be stopped in his or her tracks by a high curb every day. In each case, the simulation isn't natural or accurate. Both myself and the able-bodied person are using nothing more than external devices made of metal and plastic to do something we don't normally do, and this does not translate to comprehension of deeply internal experiences of someone we're not.

Furthermore, it would be silly if while speaking to someone who walks, I said, "I don't know how you do it. Walking is so hard." Of course it's hard – for me. But for an able-bodied person it's instinctive. And using a wheelchair is hard for an able-bodied person. For me, it's innate. Moreover, being disabled is not so challenging solely because of my physical circumstances, a stereotype that simulation often leads participants to believe; it's hard because of environmental, social and attitudinal barriers.

So, you can be "aware" of me all you want. You can attempt to roll a mile in my wheelchair. You can analyze and discuss and dissect the experience from a million different angles. But we must move away from equating empathy with acceptance. We must embrace differences as a fact of human existence without first needing to imitate them, for these kinds of activities are not effectively contributing to long-term advancements in the disability rights movement.

We offer these two important perspectives as a caveat to the simulation activities below. Some camps and staff trainers have found these activities to be useful. It is unclear whether they truly approximate even certain aspects of having a disability; but they are sure to generate important discussion among staff which will hopefully lead to increased sensitivity as we try to better understand some aspects of the experience of having certain disabilities.

Role Play Suggestions

WHAT WOULD YOU DO?

Late Lucy: Lucy is always just a few steps behind. When all of your campers are ready and waiting outside of the bunk in the morning, Lucy is still getting dressed. When the group is walking between activities, Lucy is always many steps behind the group. At lunch when everyone is cleaning up, she is still eating. She seems overwhelmed by any directions that you give and seems to do everything much slower than everyone else.

Have the group brainstorm ideas of how to deal with the specific issue above. Here are a couple of suggestions that you can offer the group if they do not come up with on their own.

- Create a schedule
- Give a grace period in which to get ready. Count down - you have 10 minutes to get dressed, then 5 minutes, then 1 minute
- Give Lucy a task that motivates her to be first. She can help at the flagpole or deliver something to another counselor at the flagpole.
- Play a game with her and the group such as follow the leader to get to the next activity. Play a racing game between activities.
- Start preparing her to end an activity earlier than others so that she can leave right away.
- Create a chart with most frequently used directions. Use pictures on the chart and review them with her.

Pacing Paul: Paul is a young camper. On move in day the counselors noticed that almost everything he owned was green. When asked, Paul says "I love green, it's the best color, what color do you like?" He talks a lot about the Incredible Hulk and asks a particular counselor to act like the Hulk and dress in green. He only talks about Hulk and the color green to counselors, and is not social with his peers. During Color War, Paul (a green team member!) was very excited a pacing back and forth alone in the sports field cheering for the green team.

Ask the group the following questions:

- Do you know a child like this?
- What would you do to help him?
- How can you use his focus on green as a motivation?

Have the group brainstorm ideas of how to deal with the specific issue above. Here are a couple of suggestions that you can offer the group if they do not come up with on their own.

- Model social skills for him, encourage him to say hello to others, pair him up for activities

Messy Missy: Missy is an energetic kid! She is extremely excited about each and every activity. She speaks loudly and listens to music loudly. The other kids are constantly asking her to be quiet. Her bed and cubby are

a mess! Her clothes are everywhere and her cubby is overflowing. She is constantly asking her counselor “what’s next?”

Have the group brainstorm ideas of how to deal with the specific issue above. Here are a couple of suggestions that you can offer the group if they do not come up with on their own.

- Help to protect her from ridicule while supporting her social skills
- Use signal interference to minimize the noisy behavior. Set up a plan with Missy beforehand where you give her a subtle signal to indicate to her to lower her voice.
- Put signs on her cubbies to indicate where things belong. Have a counselor work with her during clean up and again at shower time.
- Create a picture schedule that Missy or a counselor travels with. Have one in the bunk.

Building an Inclusive Community – Activity Plan

ACTIVITY GOALS

- To provide an overview of the inclusion program – what is the program, why is it a beneficial part of the camp community.
- To reflect on personal experiences about inclusion and build on these connections to increase awareness of the issues involved in creating an inclusive camp community.
- To engage counselors in conversations around diversity, equality and equity
- To provide models of different ways to facilitate a thoughtful discussion – continuum from often to never, think-pair-share, “circles” and “speed/circle” discussions.

MATERIALS

- Sidewalk chalk
- Equity vs equality graphic

HOW WILL YOU KNOW THAT YOUR ACTIVITY / PROGRAM HAS BEEN A SUCCESS?

- Staff feedback at the end of staff week
- Observe engaged, on-task behavior
- Observe/notice thoughtful, reflective questions

OFTEN, SOMETIMES, NEVER

New Staff Questions

- Those I work or go to school with represent a diverse community including people with disabilities, people from different cultures, ethnicities, religions, races, or sexual orientations.
- I socialize with friends who are different from me in terms of their culture, ethnicity, religion, race or sexual orientation
- My social group includes friends who have disabilities
- My family would be welcoming if I was seriously dating someone who was different from me in terms of race or religion
- My family would be openly accepting of a family member who is gay, lesbian or transsexual.

- I have had friends, colleague, campers, students come out and tell me that they are gay, lesbian or transsexual.
- Growing up, I felt different from my family or friends in some significant way
- I have been excluded because of my race, religion or sexual orientation
- Most of the food you eat is grown, processed and/or cooked by people of color in this country and abroad.
- I feel the language I use is always respectful of others around me.

Returning Staff Question

David's dinner party – defining the terms diversity, equality and equity (share visual): “I am having a dinner party and as you all know I have a group of very diverse friends and inclusion is something very important to me. So, I invite my pregnant neighbor from down the hall with her 3 year old who happens to be allergic to peanuts, I invite the young Orthodox couple from upstairs, I invite my religious Muslim friend from work, and another colleague from the office who will come by late after attending his AA meeting. My next door neighbor is also joining us and she politely reminds me that she has recently been diagnosed with Diabetes and is on Weight Watchers.... I am a great cook and want to make sure to provide a good meal for all. For the first course I will serve chicken skewers with peanut sauce and beer, for dinner we will have a lovely pasta in cream and wine sauce along with small meat and cheese pies and carrots cooked in a thick butter sauce, I will open a nice bottle of red wine. For dessert we will have peanut butter cup milkshakes. Everything is equal – everyone is getting the same meal... what's wrong with this story?”

- This past year, I have been more aware of including others.
- This past year, I have noticed diversity, equality and equity and have spoken out when I felt there was a need.
 - I have been a recipient of street harassment.
 - This past year, I felt I was more aware of those who are the vulnerable.
 - If I were to move somewhere new, I could choose what part of the city I want to live in
 - Others have made me feel uncomfortable about the color of my skin, my race or my sexual orientation
 - I don't need to think about sexism every day. I can decide when and where I deal with it.
 - The language spoken at my school is the primary language my parents speak?
 - People have called me “illegal” or an “alien”
 - I am comfortable welcoming a staff member with disabilities into our camp community.
 - I have been called a wimp, queer or fag.
 - I am comfortable helping campers be more aware of the language they use and their actions so that all feel included in our camp community.
 - I have spoken up to stop others from using the terms wimp, queer, fag, retard, or saying it's so gay.

REFLECTION QUESTIONS (THINK/PAIR/SHARE)

- Isn't it amazing that we are all made in G-d's image, and yet there is so much diversity among G-d's people? What makes you unique or diverse?
- It is said that you can judge a community by how the community treats the most vulnerable members of the community – who are “the vulnerable” at camp?
 - In Exodus (4:10-11), Moses, one of our great leaders, reminds G-d, I am slow of speech and slow of tongue. Yet G-d had Moses speak for all of Israel. What lessons about accepting difference or disabilities can we learn from this?
 - In Proverbs (31:8) it says “Speak up for those who cannot speak...speak up, judge righteously, champion the poor and the needy.” In Leviticus it says, “Do not curse a person who is deaf and do not place a stumbling block in front of a person who is blind.” What are our obligations as a community towards those who are “different?”

- There is a midrash that challenges us to give others the benefit of the doubt. What judgments do you make when you first meet someone? Do you consider the clothes someone wears, the way they talk, the color of their skin?

INTRODUCTION (REVIEW), INCLUSION

- The inclusion program allows campers with disabilities to join their peers in overnight camping.
- The inclusion program clearly benefits the campers with disabilities for many reasons. They have the opportunity to: be with typically developing kids; learn to be more independent; get a chance to be outside, away from home and away from therapies; develop social skills and make new friends.
- The inclusion program benefits the typically developing campers by teaching them to appreciate differences, respect others, and become more mentally and emotionally flexible. The experience reinforces the Jewish value of accepting those who are different from oneself and helps them improve their social skills and make new friends.
- The inclusion program benefits us as staff members. If we can keep in mind these campers, and by extension all our campers who may be vulnerable or have moments of feeling vulnerable (homesick, drama, social interactions/pressure, risk of trying something new), and if we can remember to a positive role model for all, then we will all grow, learn and by example, teach our campers how to be mensches (thoughtful, kind people).
- This program highlights the values of tolerance, individuality, community and mitzvot. It is our hope that having this program helps us all be more accepting of differences.
- The inclusion program can teach campers about the concept of equality. Explain the difference between diversity, equality and equity.
- Why do most kids come to camp? Inclusion campers, all campers – for friends.

CIRCLE OF FRIENDS ACTIVITY (NEW STAFF)

First – ask the group to make a very tight, close circle – move in as close as possible (it may become more of a blob than a circle, but everyone should move in as close as possible). Ask everyone to think for a moment about those whom they love – those who are in their inner circle. Allow a few minutes for quiet thought.

Second – ask the group to move out and form a circle where they are touching shoulder to shoulder. Ask everyone to think about those whom they consider to be close friends, beyond Facebook friends: those who would be on the A-list if they were having a party, those whom they would call if upset, and those with whom they would celebrate achievements. Allow a few minutes for quiet thought.

Third – ask the group to move out to form a big circle where they are just barely touching fingertips to fingertips if they put their hands out at their sides. Ask everyone to think about those in their life with whom a friendship began with, or somehow involves money and scheduled appointments. Examples may be a favorite professional, a coach, a therapist, a teacher, an accountant, a hairstylist, a personal trainer, etc. Allow a few minutes for quiet thought.

Standing inside the circle so you can move to where the inner group started out, say – everyone, including campers with disabilities, has people in this group. We are all blessed to have people in our lives who truly are in our “inner circle” and love us unconditionally.

Move toward where the middle group was and say, it is my guess that most of you have people you thought about for this circle of friends; for some of us it is a relatively small group, while for others it may be a larger circle. Either way, we have a group of friends to whom we can turn in times of joy and of need.

Move toward the third circle and say:

Often due to the need for speech therapy, physical/occupational therapy, social skills groups, doctors monitoring medication, special education teachers, special sports and activity programs... it is my guess that campers with disabilities have more people in this group than most of us. I am not saying they do not have people in a circle of friends. Thanks to advances in inclusion within our schools, camps, and communities,

more and more kids with disabilities are able to form friendships with each other and neurotypical peers. Yet building that circle of good friends is still often more challenging for them. Time and time again, I hear from parents and campers themselves that they are coming to camp to create friendships. So for whatever reason – too much time with paid therapists and specialist or rejection from peers because negotiating social situations is just too challenging – our campers may have more names in this third circle than in their circle of friends.

At camp you have the unique opportunity to help a child increase his or her circle of friends – by modeling acceptance, by inviting two or more campers to share an experience together... (depending on the group, you may want to open up the discussion for a few other suggestion from the group about how to increase the circle of friends for all your campers).

The leader of this activity needs to proceed with caution for this last part:

What I am going to say is not in any way meant to discredit or devalue what you all do... but if you think about it, your relationship to your campers is really in the third circle – you are all paid to be here (OK, not a lot, but it is a job). When you form friendships with your campers, it starts from this circle (move towards the middle of the circle and say – actually, I think it falls more in the area between these two circles because the counselor camper relationships are unique and special). When you help a camper form a friendship with a peer, you have created something magical – so bring your campers together and then step back: in addition to modeling acceptance, spend the time to explicitly talk about and teach acceptance. I am a resource to all of you to help you learn how to do this. More than anything else, camp is about friendship. Together let's help all our campers create strong circle of friends.

QUESTIONS TO CONSIDER

- Who do you invite into your circle of friends? Does it include people with disabilities, people from different cultures, ethnicities, religions, races, and/or sexual orientations?
- What's the difference between your bigger circle of friends (closer to those you “pay”), those you may hang out with as opportunities present themselves, and those who are part of your closest, inner circle?
- Who have you reached out to and included since you've been at camp? Old friends, new friends, those who seem different from you?

CIRCLES OF ACCEPTANCE AND NORMALITY (RETURNING STAFF)

First – review the circle of friends activity from last summer: Remember how I asked you all to form a circle really close (have them do so) and I asked you to think about those in your inner circle? Now move back to stand shoulder to shoulder. Remember how I asked you to think about your own circle of friends and challenged you to create circle of friends for your campers? Now step back and stand fingertip to fingertip. Remember how we talked about friendships that begin with a monetary relationship and how some campers with disabilities have a lot of folks from this circle? I even had the nerve to put you, in your role as a counselor, in this circle for them.

Next - standing in the outside circle, I want you to think about the environments you live in: your communities at home, the universities you attend. How inclusive are these environments? Are there accessible doors and ramps? Can someone who uses a wheelchair get around? Use the school busses? Are there hearing loops or other aids? Is there a learning center? Now move in a bit to our circle of friends. I want to challenge you all to think about your circle of friends: How diverse is your circle? Does it include individuals with disabilities? Why or why not? (Invite anyone who wants to do so to share)

Just as I did last summer, I challenge you all to help your campers increase their circle of friends. But as returning staff, I offer you a second challenge: to invite our interns and staff member(s) with disabilities into your own circle of friends. I also challenge you to spend time this summer reflecting about how to include such people in your circle of friends outside of camp.

Title VII of the Civil Rights Act (1964) specifically prohibits discrimination based on race, color, sex, national origin and religion. In 1990 the American with Disabilities act included provisions for individuals with disabilities.

In the next section, we offer ‘questions to consider.’ We always try to be sensitive to person first language. We prefer to say “camper supported by our inclusion specialist’ or ‘campers supported through our inclusion program.” We feel this is cumbersome and instead use the term ‘inclusion camper.’ We recognize that these campers are first and foremost “campers.” They secondarily receive support from our specialists.

QUESTIONS TO CONSIDER

- Sometimes those that are “close but not quite” are hardest to include. Notice that our campers are often kind to some inclusion campers but overlook the introvert or those who seem different is some unidentifiable way
- How do we create a bunk community that provides equity? What in our language and behavior needs to change for this to happen?
- How do we move campers from a definition of fairness meaning equal to fairness meaning equity, that everyone should get what he or she needs?

CIRCLE OF THOUGHTS AND IDEAS – CREATING AN INCLUSIVE COMMUNITY IN YOUR BUNK

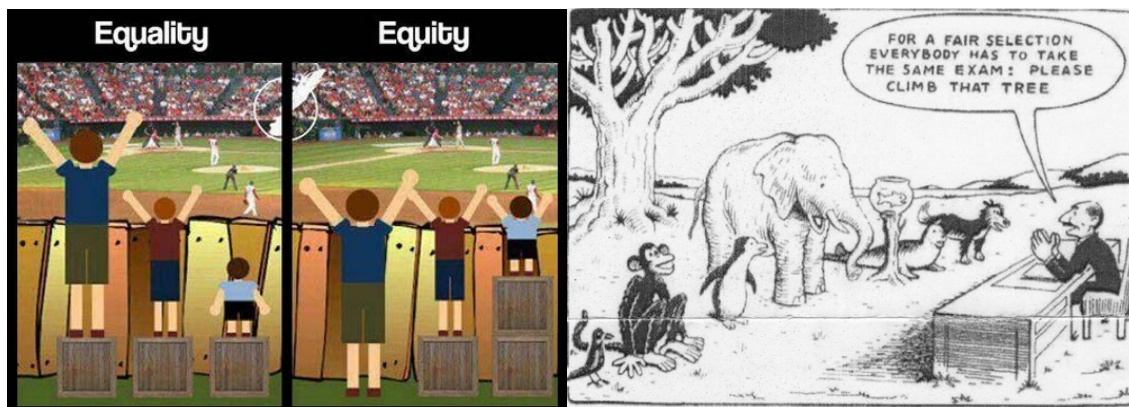
New Staff

- When your campers say “It’s not fair” they often mean it’s not equal. Are there times when you should treat your campers equally? When and how? When should you treat them for equity – to level the playing field among them?
- Fairness—equity—means everyone gets what he or she needs to succeed. How can you create equity in your bunk community? How can you teach campers the difference between equality and equity?
- Word and phrases like “retard,” “It’s so gay,” and other things we sometimes say without thinking can be hurtful to members of our community. What are these words, and how can you eliminate them from the language you and your campers use?
- How can you celebrate diversity in your bunk?
- How can you teach your campers the difference between laughing *with* rather than laughing *at* a camper? When is something we say in a joking manner not really a joke?
- How do you create programs that are fully inclusive, meaning they are accessible to typically abled and disabled campers, competitive athletes and non-competitive athletes, outgoing and shy campers, and campers who feel in any way different from their peers?
- We all have different roles at camp – how do you support each other? Inclusion counselors who are “on duty” during “off duty” times, specialists vs. cabin counselors, kitchen staff, maintenance staff, friends who are now on leadership
- “*Hinei ma tov u’ma na’im shevet achim gam yachad.*” “Behold how good and pleasant it is when all people live together as one” (Psalm 133:1). We are stronger and more joyful as a community when we invite all types of campers and colleagues into our “circle of friends.”
- Yet few of us will leave camp with everyone here in our close circle of friends. How can you be open to including as many others as possible to your circle of staff friends?
- Not all of your campers will leave camp with everyone included in their inner circle of friends. How can you encourage your campers to be open to inviting others in, or closer in, to their circle of friends?

Returning Staff

- What’s your story? Have you experienced harassment due to your sexual orientation, your religion, your gender, your race?
- What’s your story? Could your actions or words (your “just jokes”) cause others to feel excluded? Have you spoken out or been silent when you have witnessed others using words such as retard, fag, or “it’s so gay.”
- In your mind, how do you define the typical or “normal” camper in your bunk?
- What type of campers do you see other kids making fun of? What makes those campers different?

- What can you do to model acceptance and equity?
- *“Hinei ma tov u’ma na’im shevet achim gam yachad.”* “Behold how good and pleasant it is when all people live together as one”(Psalm 133:1). We are stronger and more joyful as a community when we invite others into our “circle of friends.”
 - Not all of us will leave camp as part of each other’s close circle of friends. How can you be open to including as many as possible – one step closer – to your inner circle of staff friends?
 - Not all of your campers will leave camp with everyone included in their inner circle of friends, how can you encourage your campers to be open to inviting others in – or closer in- to the circle of friends?



Sensitivity Activity

Duration: 45 minutes

Goal: Work on sensitivity for those in our community with differences. To understand what it may feel like to have a disability and that the way people treat us may have nothing to do with what we can and can’t do. Learn to work together as a group and lean on each other. Think about ways to appreciate strengths rather than weaknesses. Apply this to camp. Have fun!

MATERIALS NEEDED

- blank index cards and index cards with pre-written special instructions, enough for each staff member to get one card (either blank or with instructions)
- Supplies for obstacles (per team): 1 hula-hoop, 1 bat, 4 benches
- Copies of discussion questions for discussion leaders
- Copy of “Welcome to Holland”

RELAY RACE

Duration: 20 min

Description: Staff will be split into 8 groups of 15. Each group will have to run through the relay race one by one. The goal is to get all team members to complete the obstacle course in the shortest amount of time. Explain the relay race step by step, emphasizing that the entire team must complete the race in order to win, and to do so they must work together and help each other. Have them stand in single file lines facing the obstacle course. Before they begin, each team member will be given an index card. They may not show or tell anyone what is written on their index cards. Most cards will be blank, but each team will have five cards with special instructions. They must follow the instructions written on the card. The entire team must complete the obstacle course. Emphasize that the team must work together and some team members might need more help than others. Make sure that the first 4 or 5 people get blank cards so the team gets the hang of the obstacle course. Explain that it is a race for glory and honor, and that the team that gets all its members across the finish line first wins! Most members of the team will rush through the obstacles, but when a team gets a member with special instructions they will theoretically all yell at the person to go and then try to figure out

what is going on and hopefully help. Encourage them to pay attention when you see someone who is stuck. Offer them suggestions like, "Ask your team-mate why s/he isn't moving," or "Ask if there is something s/he would like your help with." End the race either when one team wins or when you feel they've had enough.

Special Instructions (one per card of five cards handed out to each team):

- Don't do anything unless you are told to do so by a teammate three times
- Only move when someone is cheering your name
- Only move when a teammate is holding your hand
- Say no unless someone gives you a hug first
- You must do each obstacle twice

Obstacle:

- Hoola-hoop 3 times
- Spin with your head on a bat 4 times
- Weave through cones
- Do ten jumping jacks

DISCUSSION

Duration: 20 min

Description: After the relay race have the groups sit down as one group to collectively reflect on the process.

Discussion Questions

- Raise your hand if your card had special instructions (Ask that person to address the experience.)
- They can read their card aloud if that would like, but the important part is to talk about what it felt like to want to rush through the race but not be able to. Hopefully, they will talk about how it was overwhelming to have everyone expect them to do something they couldn't, or embarrassing that they were not able to do what they wanted, or upsetting that they couldn't gain the group's approval.
 - Ask the team members with blank cards what it was like to have a teammate who performed differently and how frustrating it was to be in line behind them.
 - Talk about how there are many people who are restricted by things that we are unable to see or understand. Although we see them standing still, apparently unaware of what to do or how to do it, the truth is they might be restricted by something else.
 - How can we help our campers be more sensitive to differences within the bunk and in the general camp community?
 - How can we, as staff members, help inclusion campers feel more integrated into our community?
 - How can we help typical campers feel connected to inclusion campers?
 - Talk about how inclusion programs are awesome because they are teams that work together to get everyone across the finish line. By working together we can lean on each other's strengths and compensate for each other's weaknesses (and we all have weaknesses). Together we can create strong, reliable, and supportive groups that will comprise an amazing community.

CLOSING

Read "Welcome to Holland"

Welcome To Holland by Emily Perl Kingsley

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very, very significant loss.

But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.

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Inclusion Counselor Training

WHAT IS A LABEL?

Label game: each person has a ridiculous label on the back of their shirt, but they don't know what the label says. Everyone has to treat everyone exactly as their label says.

- Shout everything at me
- Ask me if I need to go to the bathroom
- Stand within 2 inches of my face
- Start conversation: Do you like horses?
- Only talk to me about sports
- Ask me why I'm sitting by myself
- Ask me a question, but don't listen to the answer.
- Ask me how I'm feeling
- When talking to me, always touch my shoulder
- Speak to me in a high pitched voice (fake sing-song)
- Whisper everything to me
- If I try to talk to you, say "I'm too busy right now"
- Grab my chin and say "don't get distracted"
- Ask me if I'm having fun
- Grab my hands and say "careful, don't fall"

- Ask me if I need help in the bathroom.
- Talk to me really slowly

Why did you treat the person like their label said?

What do labels do to campers/children? You didn't know what your label was – how can we generalize that to our campers?

How can we change the way labels are used at camp?

ICE BREAKER

- Name
- 1 strength
- 1 weakness
- 1 need for assistance in turning that weakness around
- Favorite thing from Dunkin Donuts

Why do you think we asked for your strengths and your needs? We need to focus on what are our camper's STRENGTHS (everyone has strengths!!!) We need to focus on what are our camper's needs will be from us as their staff contacts. We must always be asking, what do our campers need from us? Our job as inclusion counselors is to support our campers in ways that are useful for them, in ways that help them succeed in the camp environment.

What is success?

- Think about a time when someone praised you for doing something that you didn't necessarily realize was that big a deal. How did those person's words change your perception of your actions? Did it make you feel successful?
- We need to recognize the small and large successes of our campers, and make them aware of even the smallest achievements.
- When a camper performs an action there are three responses you may give: positive praise, negative words, and no praise or exhortation.
- Now, I want you to think of a time when you did something to get someone else's attention. Why did you perform *that* action? Was the person's response what you wanted?
- Children in general, but especially those with disabilities, crave adult attention. We need to lavish them with positive attention, as much and as often as possible. When they perform an action we do not approve of, we seem to pay NO attention. This balance toward the positive should (hopefully) get them in the habit of doing "good" things to elicit your attention.

What does it mean to be part of an inclusion community?

- Think of a story that is often told in your family, that, should it be shared with outside people, would become embarrassing. The typical example is naked baby pictures, cute and funny when family is looking at them, but when it's shown to someone outside the family, you may feel uncomfortable, hurt and belittled.
- Imagine that the Inclusion program is a family. Who is in our inclusion family? People who work directly and intimately with the camper. Other people don't necessarily need to know or hear about the camper's stories of challenge, successes or failures.
- Confidentiality: It is important that only people intimately involved with the camper, who *need* to know about the camper, hear stories about them. While the stories may seem funny or "just cute," for someone who doesn't know the camper well, your story becomes the main perspective from which they see the camper. Whenever you interact with the camper, they will be thinking about your story.
- When and to whom is it appropriate for to turn when you need to vent frustrations?
- When and with whom is it okay for you to laugh about situations regarding your campers?

What are some challenges that we counselors might experience?

- Veterans – share some challenges from last summer!
- Newbies – do you have anything to add? Any apprehensions?
- Possible products of brainstorming:
 - Temper tantrums
 - Refusal to go to activities
 - Homesickness
 - Masturbation/sexual urges/interest in opposite sex
 - Physical violence
 - Attention-seeking behaviors
 - Exhaustion
 - Obsessions (with seemingly insignificant items)
 - Becoming very quiet/shying away from attention
 - Peer frustration

How can we use rewards?

- Don't make rewards the focus of the day. Don't over-do them; pick your "battles."
- Be sure always to follow through when you offer a reward
- Once you have offered a reward, given certain stipulations, you CANNOT change the stipulations; your campers will no longer trust what you say or respect your stated parameters
 - You can establish "roadblocks" to achieving the reward; success doesn't have to be easy! BUT when a camper needs to achieve a reward fairly easily in order to feel successful and to jumpstart good behavior, that is also fine.
 - Discuss long-term versus short-term rewards.
 - Make sure that the entire day is not set up around "extrinsic" rewards as motivation (treats, extra hours awake, etc.). Make sure to encourage "intrinsic" rewards for motivation (An extra turn at bat, more social time, etc. – those rewards that relate directly to what the camper is beginning to succeed at). You can talk this through.
 - The best reward, with no limits, is positive praise. Make sure the camper knows they did something well. Be as specific as possible (i.e. not "good job" but "good job getting dressed fast," or "Wow, you just got dressed in seven minutes! That beats your record so far this summer!")

When you've reached your limit, what to do? How do you know you've reached your limit?

- Veterans – share with us some ways in which you take a break
- Newbies – anything to add?
- Not overreacting
- Being sarcastic
- Laughing – when and with whom?
- Take a break. Ask your co counselors, live ins, or us
- Please don't let a problem fester for days; talk with someone in an appropriate and timely manner
- How to contact your support network at camp when you need help or a quick break.

What should our expectations for the summer be?

- Brainstorming 60 seconds – one word to describe camp GO!
- All campers are only sent home for a certain number of things: stealing, in appropriate sexual behaviors, drinking, drugs. Behavior problems are *not* on this list; your camper will not be sent home for being who they are
 - Amazingness of the inclusion program: having a full and rich camp experience (all campers, inclusion camper, counselors)
 - If you see anyone's full and rich camp experience being jeopardized, talk to us so we can problem solve together.

Experiential Activities

SENSORY ISSUES – GUESS THAT!

Leader puts blindfold on participants and asks them to guess the following. Whoever guesses first wins that round. Leader explains that people with ASD sometimes are either very sensitive to smell, taste, touch, sound, or lights...or their senses are blunted and they need more intense sensory experiences. This is part of the neurological component of ASDs.

- Smell – Bandana and Something Scented
- Taste – Bandana and Food
- Touch – Something Squishy in a Bag
- Sound – Name that song

STRATEGIES WE USE – MATCHING!

Leader gives each participant turns turning over squares and trying to match the strategies. When participant gets a match, they get a piece of candy. Leader briefly describes each strategy.

- Schedule
- Time Prompts
- Breaks
- Social Coaching
- Modeling
- Visuals
- Aide and Fade

INCLUSION – IMPROV! (GIVE AN EXAMPLE OF WHAT SCENE THEY CAN ACT OUT)

Leader asks participants to start acting out a scene and then adds in new instructions to improve the following inclusion techniques. After the improv, the leader briefly reminds the group of the inclusion strategies and gives out candy to everyone at the end. This station will have a take-away tag with the bullet points on it along with the candy to give out.

- Be Welcoming, Say Hello
- Person-First Language
- Inclusion campers connected with cabins
- Don't treat someone with disabilities differently
- Be REAL

WHAT CAN WE DO IN OUR COMMUNITY? COMPETITIVE LIST MAKING!

Leader gives participants each a piece of paper and 2 minutes to brainstorm as many ways as possible that camp supports and includes the inclusion program. They can each share some of their list, and the leader should wrap up by briefly giving them our list. This station will have a take-away tag with the bullet points on it along with the candy to give out.

- We model inclusion, compassion, and treating others with kindness and respect. Not just for the inclusion campers, but for everyone. We all have our unique strengths and challenges, and we celebrate that here at camp.
- Each camper has unique needs; we try to be accommodating and supportive of them. Sometimes we need to make accommodations, like cutting in line for food, having a camper sit in a particular spot, leaving program spaces at different times, or allowing someone to pace, stand or move around during an activity.

AUTISM MYTHS – MYTHBUSTER: TRUE OR FALSE

Leader reads ASD myths and asks participants to answer true or false questions. Each participant can answer a question for a piece of candy.

- Autism is related to intelligence high or low - False
- Autism means you can't talk or you talk too much - False
- People with Autism can have relationships, interests, and careers – True
- Autism means you make weird movements or noises - False
- Autism means a person doesn't like or want to be around people - False
- People with Autism may need different levels of support. Some need a lot of help, and some can be completely independent in their lives and daily schedule. - True
- Every person with Autism is like the movie Rainman - False

GETTING INVOLVED: SPIN THE WHEEL!

Leader has participants spin the wheel and they get candy for whichever option they land on. Leader should invite participants to join us throughout the summer and encourage the participants to get involved and come ask questions if they have them. This station will have a take-away tag with the bullet points on it along with the candy to give out.

- Come say hello
- Help with or run an activity
- 2nd session, come be a counselor for a couple hours
- Hang out with us at the pool
- Let us know about free time activities you're running

Games and Activities to Introduce the Themes of Inclusion and Supporting Diverse Needs

The games and activities included in this packet can easily be included in any staff meeting to address a variety of topics related to the themes of inclusion and supporting diverse needs. Topics include communication, behavior, the significance of language, giving directions, perception, sensory overload, differentiation, and more. These topics are useful and important for counselors working with all campers, not just campers with disabilities. We are all different. We all have strengths and weaknesses. This packet is intended to support staff while they work to create a strong community where everyone is valued, supported, and celebrated.

HELPFUL INCLUSION TIPS

- Words Matter – both yours and your campers'.
- When planning programs, create programs so that everyone can participate fully and with equity.
- Remember! Behavior = Communication. Be a detective and address the cause of the camper's behavior, not the behavior itself.
 - Encourage questions and conversations; if you aren't sure of how to manage them, find someone who can help (yoetzet, Tikvah staff, etc.)
 - Get to know your campers as the unique people they are; focus on strengths and interests rather than on weaknesses and diagnoses.
 - When planning programs, incorporate each campers' interests so that every camper is able to shine and succeed.

ABSTRACT SHAPE: COMMUNICATION

You will need: Copies of the Abstract Shape (Appendix A), blank paper, pens

Instructions: Counselors pair up and sit back to back. Counselor #1 gets the picture of the abstract shape and counselor #2 gets a blank piece of paper and pen. Counselor #1 needs to describe the shape using only their

words, while counselor #2 does the best they can to draw the shape by following counselor #1's directions. The abstract shape can be found at the end of this document, in Appendix A.

Takeaway: What is clear to one person may be very unclear to another. We all have unique perspectives and ways of seeing the world. As counselors, it is our responsibility to meet our campers where there are, and take the time to get to know that so that we can understand their points of view. When giving directions counselors must be clear and explicit. For example, "Clean your area" is not a clear instruction. A clean area might mean one thing to one person and something else to another person. Rather, you should say, "Fold all your clothes and put them on your shelf, make your bed, and sweep the area by your bed." Miscommunication will lead to frustration for both the counselor and the camper!

CHARADES: COMMUNICATION/BEHAVIOR

You will need: Sentences printed on strips of paper

Instructions: Instruct your staff that you are going to be playing charades, but rather than acting out a word or a thing, they will be acting out a complete sentence. Have your staff take turns acting out the following sentences without speaking or using sign language.

- I feel funny
- I need to go to the bathroom
- I want a coke
- I lost my homework
- My parents are getting a divorce
- My foot hurts
- I want a hamburger for lunch
- I am allergic to strawberries
- I hate ketchup

Takeaway: There will be times when our campers are unable to articulate their wants and needs. As counselors, it is your responsibility to read their nonverbal cues to understand them. You might have a camper whose parents are getting divorced, and the camper may not yet be comfortable telling you about this. Rather, the camper's feelings about the divorce may manifest in other ways. For example, perhaps he/she is having trouble forming connections to other campers. By building relationships with your campers you will be able to notice when something is going on with them that they may not be comfortable talking about, and overtime perhaps they will feel that they can trust you.

WRIGHT FAMILY STORY: ATTENTION/COMMUNICATION

You will need: One copy of Wright Family Story (Appendix B), enough small objects, like Hershey kisses, so that each group member gets one.

Instructions: Have the group stand or sit in a circle. Give each person in the circle a small item (you can use candy, but make sure it is individually wrapped). Tell the group that you are going to read a story and that every time they hear a word that sounds like "right" or "left" they pass the item in their hand to the person directly to their right or left, depending on what they heard. Start reading the story slowly, to give them a chance to catch on to what you want them to do. After a few passes, stop the story and ask how they are doing. Check to see that everyone has one item in their hands. If your group is typical, some will have 2-3 items, and other will not have any. Have them redistribute the items again so that each participant again has just one. Continue to read the story through to the end, getting faster as you go.

Takeaway: After finishing the story, check in with the group. How did they do? Were they able to keep up with passing the items? Ask someone to retell the story in their own words. Were they able to focus on the content of the story while also concentrating on passing the items? Think about a time that you were talking to your campers and they were not really listening to you. Note that it is important to be aware of what is going on around our campers when we are trying to impart information to them. It is not fair to expect them to listen

when there are too many distractions. Remember! When campers are not giving you their attention, chances are they are not trying to be disrespectful intentionally. Do your best not to take distraction personally, and work with your campers to limit distractions to ensure that messages are received. You may also want to check for understanding by asking campers to repeat important instructions back to you so that you can be sure they understood what you were saying.

WOULD YOU RATHER: POWER OF LANGUAGE

You will need: List of Would You Rather questions

Instructions: These questions are designed to start off innocuously to get staff engaged in the activity and become comfortable making quick decisions. Each question is intended to demonstrate the impact of having forced choices and have staff think about how words can bring up different images, both positive and negative. Read the following list, and have staff respond quickly. Make sure everyone is participating. Allow for discussion after each one.

Would you rather...:

- Have bad breath or stinky feet?
- Have a huge booger hanging from your nose that you can't get rid of or have a medical condition that makes you fart every five minutes?
- Have a tiny butt on your forehead or little feet that dangle from your chin?
- Be smart or strong?
- Be called unique or determined?
- Be good looking with no friends or unattractive with many friends?
- Be called geek or dork?
- Never be able to get your driver's license or never go out without a chaperone?
- Believe in yourself or have someone believe in you?
- Make your own decisions or have your parents choose everything for you?
- Win no medals in the Olympics or win 5 gold medals in the Special Olympics?
- Be called stupid for the rest of your life or use a wheelchair?
- Be blind or deaf?
- Cut off both your legs or not be able to read and write?
- Be called lazy or weak?
- Be called crippled or disabled?
- Be called retard or mental?

Takeaway: Words matter! Both the words you use, and the words your campers use. You are a role model, and your campers are always listening to you. We also each have our own associations with words, so it is important to be sensitive to how our words might make others feel, even if we don't realize it. Obviously, words such as "gay" (used as an accusation or insult) or "retarded" have no place in camp, but we should take sensitivity to language one step further and always be conscious of our choices of words. You may also show the following YouTube clip, from the Spread the Word to End the Word Campaign, which does a great job of illustrating this message: https://www.youtube.com/watch?v=T549VoLca_Q

SOY NUT BUTTER AND JELLY: GIVING DIRECTIONS

You will need: Soy nut butter, or other peanut butter alternative, jelly, bread, knife, plate, napkins.

Instructions: Begin by instructing everyone to write out directions for how to make a peanut butter and jelly sandwich. Briefly look through everyone's instructions and pick one to act out. You should pick the set of instructions with the least clear commands. Have one person act as the sandwich maker, and one person act as the sandwich instructor. The maker must follow the instructor's instructions exactly and literally, without making any interpretations. For example, if the instructor says "put the peanut butter on the bread," the maker should pick up the jar of peanut butter and put it on top of the loaf of bread. Continue until the sandwich resembles a soy nut butter and jelly sandwich.

Takeaway: Discuss. What went wrong? What would have helped? Giving clear, concise instructions to campers is an important skill and tool, yet we often assume that our campers understand us, when really they are lost. This activity demonstrates how important it can be to break down instructions so that our campers understand. For example, rather than telling our campers to clean up their areas, we should break down the exact expectations. Cleaning your areas means 1. Making the bed, 2. Folding clothes, 3. Putting clothes on shelf. Etc.

LABELING

You will need: One label for each group member printed with the following sentences:

- Talk to me like I can't hear well
- Don't look at me while you talk to me
- Treat me like you are afraid of me
- Talk to me REALLY slowly
- Talk to me like I am a 2 year old
- Repeat everything 2 times to me
- Talk to me like you can't understand a word I am saying
- Constantly reassure me that everything I am saying and doing is great
- Every time I say something change the topic and talk about something else
- Always touch my shoulder when you are talking to me
- Every time you talk to me come very close to my face
- "Talk" to me with hand motions only

Instructions: Everyone is given a label to put on their forehead. Instruct everyone that they should not read their own label. Tell the group to mingle and either get to know each other, if it is a new group, or discuss a recent program, if it is a group that already knows each other well. Allow the group to mingle for 5 minutes or so.

Takeaway: Begin by asking staff members to share what it felt like to be labeled. Were they frustrated when they didn't understand why people were treating them in a certain way? Ask staff if they have ever felt limited or labeled or seen others (friends, staff, campers) treated differently? Describe the experience. The message everyone should walk away with is that we must be careful not to treat anyone in certain ways based on outside perceptions of ability or disability. If you are unsure of how to act, ASK! How can we help our campers be more sensitive to differences within the bunk and in the general camp community?

LEARNING STYLES

You will need: Copies of Colors (Appendix C), several sentences written backwards on a piece of paper, for example: "ehT kcalb tac tas no eht toh nit foor" ("The black cat sat on the hot tin roof.")

Instructions: Instruct the staff that you are going to do two activities to simulate what it might feel like to have a learning difference. First, pass out the sheet of colors. Have the staff take turns reading it out loud, as fast as they can, being sure to read the words rather than name the color of the print. Next, pass out one sentence at a time. Have staff members each read a sentence correctly, though it is written backwards. Keep interrupting while they read by urging them to hurry or by telling them "This should be easy for you."

Takeaway: After completing each activity, discuss. Was it difficult? What would have helped? How can we transfer what we learn from these activities to the ways in which we support our campers? Many of our campers understand what needs to be done, yet, for a variety of reasons, have trouble successfully getting from point A to point B. Rather than rushing campers and getting frustrated, we must learn to calm our own impatience and communicate in ways that will help them accomplish the tasks that add up to a successful day at camp.

SENSORY OVERLOAD SIMULATION

Divide the staff into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One person in each group will play the part of someone with autism. The other 4 people each have different jobs:

- Person #1 - You will play the part of a person with autism. Your job is to listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.
- Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.
- Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.
- Person #4 - Pat Person #1 on the head and shoulder the entire time.
- Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have each group member take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

TEXT STUDY

You will need: Copies of text study (Appendix D)

Instructions: Read through texts, discussing each text as you go through. Validate everyone's thoughts and ideas. Remember, texts are always open to individual interpretation.

Takeaway: People with disabilities have been part of the Jewish community since the very beginning. Many Jewish texts, such as those included in this set, offer very beautiful values and insights, instructing us that every individual is valuable. The value of inclusion is certainly a Jewish value, and therefore, it is our responsibility to strive to uphold the values we learn from these texts.

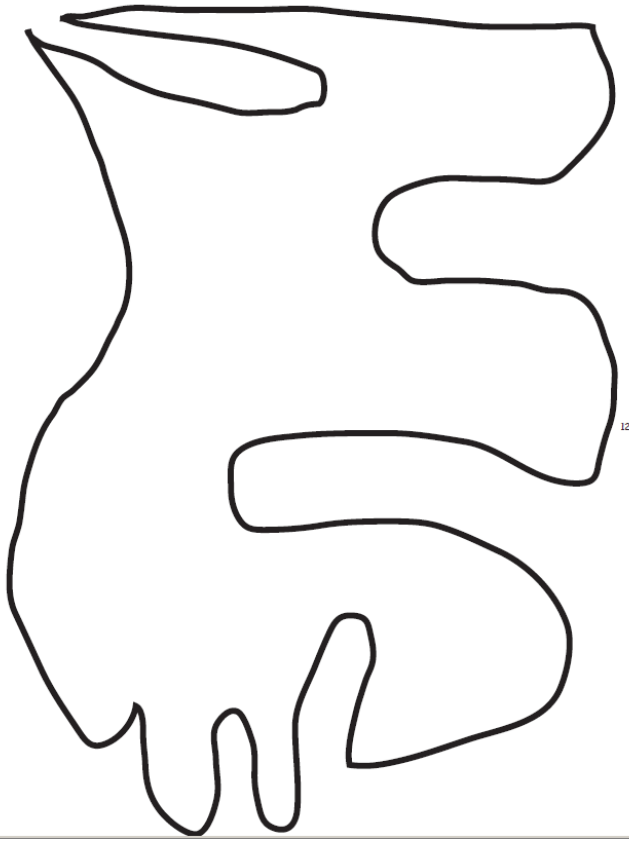
A MAN WITH A TASK: PERCEPTION

You will need: Copy of A Man with a Task (Appendix E)

Instructions: Read the attached story, entitled "A Man with a Task," without giving any background information. Participants should not know that the story is about Moses until the very end. After reading the story, discuss.

Takeaway: Were you surprised to find out that the story was about Moses? Have you ever considered that the leader of the Jewish people had a disability? What are the implications? What important values can we take away from this? The key is that every person can be a leader with the right accommodations. We need to consider the impact of perception. Moses is not traditionally perceived as a person with a disability. His disability is just one small part of who he is as a leader, and he receives accommodations—Aaron as a speaking aide—in order to support his disability. So, too, should we perceive all of our campers as people with many strengths and talents. In other words, we should see them as potential leaders. Their weaknesses and disabilities are merely parts of who they are: the parts that we are here to support, so that can shine as the divinely crafted humans they are.

Appendix A – Abstract Shape



Appendix B - Wright Family Story

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home, since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the Wright house immediately, yelling, "It will be a right cold day before I return!"

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright, and got in the Wright family car and left. Unfortunately, as they turned left out of the driveway, someone had left a trash bin in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy Wright took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry. He had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy Wright left, Susan Wright started to feel sick. She left the car, saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan Wright get sick so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the back seat.

With all of this going on Father Wright decided that this was not the right time to take a vacation so he gathered up all of the Wright family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"

Appendix C

BLUE

GREEN

YELLOW

PINK

RED

ORANGE

GREY

BLACK

PURPLE

TAN

WHITE

BROWN

Appendix D - Difference in Jewish Texts

And God created man in His image; in the image of God He created him; male and female He created them. (Genesis 1:26-27)

Every Jew is obligated in the study of Torah, whether rich or poor whether healthy or suffering with ailments, young or very old.

Blessing upon seeing someone who looks different

“You shall not insult the deaf, or place a stumbling block before the blind.” Leviticus: 19:14

And Moses said to the Lord, O my Lord, I am not eloquent, neither yesterday nor the day before, nor since you have spoken to your servant; but I am slow of speech, and of a slow tongue. And the Lord said to him, Who has made man’s mouth? Who makes the dumb, or deaf, or the seeing, or the blind? Is it not I the Lord?

Teach the youth according to his way; and when he is old, he will not depart from it.

-Proverbs 22:6

Appendix E: A Man with a Task

There was a young man who lived a long time ago. He grew up with a disability. Mostly he kept quiet, because his disability was that he had a speech impairment. If he didn’t talk much, then people wouldn’t make fun of him, so he mostly kept to himself. That is, until one day, he saw someone in a powerful position hurt another person. This young man couldn’t stand by while someone else was being hurt, so he stopped the attack. The young man, afraid of the consequences, fled to a place where he would not be noticed.

One day he was working at his job when he heard a voice from afar calling his name. The young man did not fear the voice for he knew it belonged to someone important. The young man was not embarrassed to speak to him for he knew that this person would not laugh at him. In fact, the famous person asked him to do something very special, something that only the young man could do. But, the young man, realizing that he would have to speak as part of this arrangement, said no.

The young man argued that he could not do what was asked of him because he had a disability, a speech impairment. The young man did not have the confidence and faith in himself to do what it, but the person asking knew differently.

God said to the young man, "Who do you supposed made you this way? It is I, God."

It was then that the young man realized that having a disability should not stand in the way of doing what God asked of him, to lead God's people out of Egypt.

God did not see Moses as a person with a disability. God knew that Moses possessed the gifts and the heart that was needed to become a great leader of the Jewish people.

God provided an accommodation for Moses. Moses' brother Aaron became that accommodation, and Aaron spoke for Moses.

We have a heritage and a history of including people with disabilities. Let us ensure that we continue that heritage in our own lives through understanding, awareness and respect.

Adapted from the Disability Awareness Training Workshop compiled by the Jewish Family and Children's Service of Minneapolis.

Positive Exposure: The Spirit of Difference

"It's about reinterpreting beauty. It's about having an opportunity to see beyond what you're told and what we're forced to believe that that's beauty."

Positive Exposure was founded in 1998 by award winning fashion photographer, Rick Guidotti. Rick worked in NYC, Milan and Paris for a variety of high profile clients including Yves St Laurent, Revlon, L'Oreal, Elle, Harpers Bazaar, and GQ. He took photographs of what were considered the world's most beautiful people. But one day, on a break from a photo shoot, a chance encounter on a Manhattan street changed everything. Rick saw a stunning girl at the bus stop – a girl with pale skin and white hair, a girl with albinism. Upon returning home Rick began a process of discovery – about albinism, about people with genetic differences and about himself. What he found was startling and upsetting. The images that he saw were sad and dehumanizing. In medical textbooks children with a difference were seen as a disease, a diagnosis first, not as people.

So Rick turned his world upside down – he stopped working in the fashion industry and created a not-for-profit organization that he named Positive Exposure.

It has always been about beauty for Rick. "In fashion I was always frustrated because I was told who I had to photograph. I was always told who was beautiful." It became clear to him that it was essential for people to understand and see the beauty in our shared humanity. But how? How do you lead people down a different path? How do you get people to see those with differences not as victims, but kids and people first and foremost? The pity has to disappear. The fear has to disappear. Behavior has to change. These kids need to be seen as their parents see them, as their friends see them, as valuable and positive parts of society, as beautiful.

The photos give people the permission to see beauty and interpret beauty in their own right. Not to see beauty that is dictated by industry's ideas of what is acceptable. What started with photographs, has grown into a wide variety of programs created to empower people living with difference – and to educate the world around them.

Understanding The Role of Behavior in Communicating (Behavior Management Session for Staff)

Goal: Counselors should leave this session knowing that behavior is a form of communication. They should learn to be behavior detectives, working to uncover and address the root causes of their campers' behaviors, rather than reacting to the behaviors. Counselors will receive tips to help them preempt negative behaviors and become proactive in encouraging positive ones. Counselors should also walk away knowing that they are not alone, and that there are many people in camp available to support them as they develop these skills.

Duration: 45 minutes

Materials

- Flip Chart
- Marker
- Emotion Cards (including a few blank cards)
 - Singled Out
 - Overwhelmed
 - Hungry
 - Tired
 - Angry
 - Sad
 - Happy
 - Excited
 - Scared
 - Anxious
 - Bored
 - Stressed
 - Embarrassed
 - Hurt
 - Lonely
 - Upset
 - Uncomfortable
 - Mad
 - Worried
 - Awkward
 - Nervous
 - Flustered
 - Misunderstood
 - Let Down
 - Annoyed
 - Cranky
 - Excluded
 - Judged
- Copies of Scenarios, including descriptions of camper perspective and counselor perspective
- Copies of Behavior Tip Sheet for each counselor

OPENING (10 MINUTES)

Welcome counselors and introduce myself and my role. Then have counselors list/describe challenging behaviors they have seen/expect to see from their campers. Help counselors to describe what they see, not what they interpret from what they see. For example, rather than “being disrespectful,” the behavior might be “talking when the counselor is trying to get quiet.” List all behaviors on flip chart.

EMOTIONS ACTIVITY (10 MINUTES)

In the middle of the room, a variety of index cards will be laid out with various emotions. There will also be a few blank cards. Counselors will be instructed to choose an emotion card, and complete the following sentence.

My name is _____, and when I feel (read chosen emotion card) , I (describe how you act) .

Example: My name is Tali, and when I feel hungry, I snap at people.

Takeaway: Behavior = Communication! When you see your campers act a certain way, you need to be a detective and figure out what might be leading to that behavior and what they are trying to communicate! What

happened right before they started to act that way? What factors might be influencing the camper's mood? Put yourself in their shoes and you will be much more effective in addressing the behavior.

SCENARIOS/ROLE PLAYING (15 MINUTES)

Prayers

Camper: It is early in the morning and you are really hungry. You also went to bed late last night because of a special evening program and didn't get as much sleep as you really need. You know that you need to go to prayers, but you decide that you are just going to sit in the corner and not participate because you just don't have it in you this morning. Plus, if you sit in the corner then you don't have to deal with the anxiety of choosing a seat next to one of the other campers, with the possibility of them saying that they don't want to sit with you. When your counselor comes over and tells you to open your prayer book and sing along, you struggle to find the place in the prayerbook, but are afraid to ask what page you are on. Because you don't know what page to turn to, you simply keep your prayer book shut so that the other campers don't see you fumbling and judge you for not knowing what page to turn to. When your counselor comes back and gets upset that you still have not followed their instructions, you snap back that prayers are stupid and you don't do them at home and you never want to do them again at camp, even though you really wish that you could learn to follow along.

Counselor: At prayers one morning, you notice one of your campers sitting in the corner and not participating in prayers. You are not really in the mood to deal with a camper who clearly is not interested in prayers, but you know that you are supposed to tell them to participate so you go over and tell them to open their prayerbook, and then go back to your seat. Ten minutes later, you look back and notice that the camper's prayerbook is still sitting closed in their lap and that they are still not participating. You are cranky because you were up late the night before planning tonight's evening program for these campers, but they are always so ungrateful, they never listen, and they do not recognize all of the work you put in for them. Due to your frustration, you walk back over to the camper and say (a little too harshly) "Why are you not listening to me? You are being so disrespectful!"

Clean-up

Camper: You return to the bunk for clean-up and clean up your area by putting your clothes from the day before on your shelf. You then sit on your bed, waiting to see what the other campers will do when they are done with clean-up. You are anxious about initiating a conversation with other campers, but you really want to be included. Today, your counselor gets really upset with you, and you do not understand why, so you shut down and lie on your bed with your face in your arms, and refuse to leave the bunk when it is time for the next activity.

Counselor: Every day during clean-up, you tell the same camper to clean their area, and they never listen. You are getting really frustrated and fed up with this camper, and do not understand why they will not listen to you and clean up their area. Their shelves are a mess and their bed is never made. Today, you've really had it with the camper, and lose your cool. You know you should not get so upset with the camper, but we are all human, right?

Meals

Camper: You enter the dining hall for lunch, and it is really loud, as always. The lights are bright and you are squeezed in on the bunch in between other campers. You eat quickly so that you can leave the dining hall when you are finished, but when you finish eating, ten minutes into the meal, your counselor tells you that you need to stay in the dining hall until after announcements. You try to sit still but you become increasingly anxious due to the sensory overload. When the camper sitting next to you accidentally bumps into you, you are set off and stand up quickly, knocking over the bench, and run out of the dining hall holding your ears and screaming.

Counselor: It is time for lunch yet again, and you are worried about keeping track of all of your campers. Between making sure they get their medications, making sure all allergies are accounted for, and making sure

everyone eats and drinks enough, but not too much, you hardly have time to sit down and eat yourself. When a camper finishes eating 10 minutes into the meal and asks to leave, you tell them that they have to stay in the dining hall until after announcements. The camp rule is that all campers must remain seated until after announcements, and on top of that, you need to be able to keep an eye on all your campers and you cannot do that if this camper leaves the dining hall..

DISCUSSION/QUESTIONS (10 MINUTES)