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## **Presentation Topics by Michael Brandwein for**

- **Camp Staff Training**  
(Please see Part One below)
- **Leadership Team / Supervisor Training**  
(Please see Part Two below)
- **Mid-Season Training**  
(Please see Part Three below)

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# **Part One: Training for Staff**

Michael can come to your camp to train your staff and supervisory team on site. He does training for big and small camps of every type. You can also share costs by inviting other camps to bring their staffs and participate, either at your location or a larger location that is convenient for everyone. What follows are some sample presentation topics—each training is tailored to your specific needs and usually combine elements from several different topic areas.

## **Teaching Great Skills for Life, Terrific Behavior, & Developing Self-Esteem**

### **BUILDING BETTER CHILDREN:**

#### **How to Teach Campers Good Choices & Outstanding Life Skills**

It's one thing to "identify qualities and assets (the current 'buzz' word)" that young people need for success, but what's usually missing are rock solid ways to actually *teach* these things during the camp experience. This breakthrough session has been enthusiastically endorsed and used by camp, recreation, education and youth development professionals throughout North America and is packed with specific and practical techniques staff will be able to use immediately to teach life skills, enhance self-esteem, and deal with behavior in more positive and confident ways, including:

- exactly what to say and do to teach cooperation, caring, responsibility, respect, persistence, patience, independence, and more
- conquering the biggest barrier to positive self-image: moving kids to “Group Four”
- the key secret to developing resilient young people: how to make positive self-concepts that really stick
- making praise credible and effective
- increasing positive communication to develop warmer, more supportive relationships

## **L.A.S.E.R.B.E.A.M.**

### ***A Positive System to Teach & Motivate Great Behavior***

An energetic, exciting presentation of practical and effective techniques that you can use right away to teach young people outstanding behavior and great choices. This session recognizes that great qualities can be learned, and shows you in four warm and logical steps how to teach those qualities and *make success accessible to all young people*. It cuts through some surprising but common misconceptions about developing self-esteem and demonstrates specific methods to lead young people to improve their own self-image and confidence. Skills include:

- how to identify what you want young people to do and then communicate these expectations in a warm, motivating, and encouraging way;
- specific, step-by-step techniques to teach the most critical **lifeskills**, including:
  - *making good choices*
  - *cooperation, teamwork, working well with others*
  - *self-esteem, confidence, and independence*
  - *friendship, sensitivity, and trust*
  - *problem solving*
  - *enthusiasm and energy*
  - *excellent communication skills*
  - *accepting and exercising responsibility*
  - *thinking, reasoning, studying, organizing*
  - *creativity*
  - *patience and persistence*
  - *flexibility and management of stress*
  - *leadership of self and others*
- six techniques to provide praise that is more credible and more effective in teaching great behavior; the dangers of ineffective responses and how to eliminate them

- cutting through the tension, frustration, and friction often present when managing behavior
- rediscovering the joys of leading and teaching young people -- regenerating the excitement of knowing we can make important and immediate differences in the lives of young people

## **LEADING THE LITTLER ONES:**

### **Terrific Ways to Develop Self-Esteem, Responsibility, and Confidence in Young Campers**

Working with our younger ones (about 10 and under) at day camp or resident camp requires special care and training. Learn loads of great, easy-to-use techniques to give our young campers success so they'll develop strong life skills and feel great about themselves and their experiences in our programs and want to come back again and again. This session includes highly effective ways to develop strong, warm relationships with young kids, get and hold their attention, and build their cooperation, responsibility and respect for themselves and others.

## **HANDLING UNDESIRE BEHAVIOR IN POSITIVE WAYS**

### **“WHY DON'T YOU BEHAVE?!”:**

#### **The KEY SYSTEM Solution to Handling Negative Behavior While Teaching Positive Choices**

Dealing with bad behavior does NOT have to be exasperating. In fact, when properly done it is an outstanding opportunity for terrific teaching of positive life skills. To be successful, we don't want theory or impractical, general “approaches” — we need to know what to say and what to do. Michael's **KEY SYSTEM** is a proven, *practical*, warm, and consistent set of very specific techniques to immediately teach children how to make better choices while guiding them away from undesired behavior, including fighting, grabbing, put-downs, whining, non-cooperation, “talking back,” and other inappropriate and problem behaviors.

In four clear steps, you will learn to confidently handle even the most difficult behaviors and how to get young people to accept more responsibility for their conduct. The **KEY SYSTEM** has been widely acclaimed not only for its effectiveness, but for the fast-paced, fun way in which you will learn the skills, which include:

- four reasons why young people often do not listen to adults and the four essential skills that restore credibility, consistency, and trust
- ten steps to doom: the exact ineffective phrases to eliminate in our work with kids
- the two big secrets to changing behavior

- deploying the A.I.R.B.A.G.—precisely what to say and do to replace inappropriate behavior with better choices
- calmly handling resistance and how to respond confidently to over a dozen of the most common “come-backs” that young people use when adults speak to them about bad behavior
- the statements to make to young people to support their efforts to change, set positive expectations, and develop positive relationships with even the most frequently misbehaving youth

### **“I’VE TOLD YOU A THOUSAND TIMES!”:**

#### **How to be Calm, Confident, & Consistent When Handling Undesired Behavior**

“Did I say NO?!” Sure you did, but do they care? If you’ve ever wondered in frustration, “Why don’t these kids listen to me?”—this session is for you. Why must we tell some young people five or more times, but others only once? Why do children behave one way in front of some adults, but another way with others? Teaching children to make good choices requires credibility and trust. Learn specific techniques to establish that relationship. This session demonstrates exactly what credible adults do and say, including:

- "no means know" — how clearly understanding what is and is not acceptable helps us to mean what we say and say what we mean
- being consistent and firm without losing control and without being “mean”
- teaching children to be responsible
- reducing the stress of leading and teaching children and establishing a calm, effective environment for learning good life skills and choices

<b>TEACHING RESPECT &amp; RESPONSIBILITY</b>
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### **DUMPING THE D’S:**

#### **How to Stop Put-Downs, Bullying, Taunting, & Teasing While Creating a Safe & Respectful Environment for Learning & Growth**

One of the key conditions required to assure successful education and youth development is safety—not just physical, but emotional. When anxiety goes up, learning and the willingness to participate go down. Youth development research reveals that adults often believe most young people feel basically safe, yet the youth themselves report otherwise. This session presents specific and practical tools and techniques. Past participants have used these skills with success throughout the U.S. and Canada in schools, camps, and other organizations. These methods teach young people increased respect while reducing put-downs and other negative behavior. This is not “theory”—it’s a hands-on skills session that demonstrates precisely what to say and do to handle these undesired behaviors pre K-12 and how to help young people take more responsibility for their peer environment while learning to handle disagreement and conflict without hurting the feelings of others.

## **How to Teach Responsibility, Problem-Solving, & Other Great Skills to Campers & Staff**

Good thinking is teachable, and this session demonstrates specific and practical techniques, materials, and activities that we can use to train staff and which staff can use to help campers have success in an increasingly challenging world, including: the three-step “Doing the D.O.T.” method for solving problems, the secret to muscular brains, problem-solving language, taking more personal responsibility, and more. Camp is an outstanding environment to stretch kid’s brains. While school tends to focus most on *what* we want youth to learn, camp has the time, tools, and setting that allows us to focus even more on *how* to learn. This session presents exactly what to say and do to help campers solve problems and take more responsibility with calmness and confidence to better prepare them for success in life.

### **STAFF PROFESSIONALISM, MOTIVATION, & TEAM BUILDING**

#### ***“YES, IT’S FUN—BUT IT’S A REAL JOB...”***

#### ***Solid Solutions to Increase Staff Professionalism and Responsibility***

This session uses powerful techniques to get staff to take this fun job seriously and act professionally. They learn:

- to respect and take care of themselves and others
- why it's important to ask for help and how to do so calmly and confidently
- how great of a difference they make in the lives of others
- the importance of acting as a role model and how to do it
- understanding and working with the expectations of parents
- how to be a responsible staff member and team player
- developing a positive relationship with supervisors, even when they are our peers and friends
- dealing with conflict through effective communication and handling the diverse views and experiences which staff bring to camp
- and more

#### **IMPROV TO IMPROVE:**

#### **Fast & Fun Activities to Teach & Learn Leadership, Creativity, and Teamwork**

These terrific improv-based games and activities successfully teach creativity, team-building, leadership, communication, and more. Once they’ve experienced them, staff are shown how to use them with campers, too! They comfortably involve everyone, are easy to lead, and—most importantly—staff learn the exact post-activity discussion points for maximum impact.

## Communication Skills

### **TALKING IT OUT: Superb Listening Techniques to Build Excellent Relationships**

The most important skill we use in working with and teaching young people is communication, and it's also one of the most important things we must teach them how to do themselves. Most of us learned how to listen by observing models around us—which, as this presentation proves in a highly entertaining way, are often not the best examples. This session demonstrates how staff can become world-class listeners and camp communicators:

- exactly what to say and do when communicating with young people
- how to help them work out problems and even difficult feelings with more calmness and confidence
- the best techniques to help kids to be more responsible and respectful
- helping young people to handle anger, disappointment, and frustration in positive ways
- how to eliminate from our vocabulary the common phrases we've all used but which get in the way of good communication
- reaching even the ones who are reluctant to “open up”
- fast ways to build greater trust in relationships with young people

## TEACHING SKILLS

### **TOP TEACHING: Outstanding Techniques for Camp Instruction**

This session demonstrates to staff how to excel when instructing campers in any camp program or subject. Most staff, as products of school, are used to learning by lecture, and they are likely to follow that example when teaching our campers. This session teaches them how to take full advantage of the power of experiential learning to help young people learn by discovery. It explains how to work with each other and with specialists in collaborative relationships. {For the session on teaching specialists and lead instructors how to work with counselors and other staff, please see [LINK TO ADMIN SESSION ON SPECIALISTS](#)} Plus: the communication, motivation, and organization skills used by the greatest teachers and how to use them every day at camp.

## GROUP LEADERSHIP

## **LARGE GROUP LEADERSHIP:**

### **Increasing Attention & Fun for All-Camp Moments**

Use the moments when you're up in front of everyone — opening/closing daily gatherings, announcements, special events, campfires, song-leading, etc. — as terrific opportunities to develop staff skills and model leadership and creativity that will powerfully affect the entire camp program all season. This example-packed, unique session demonstrates practical skills to seize attention, motivate excitement, and more.

### **Camp Games: The Powerhouse Collection**

At camp, we learn while we play. This session demonstrates outstanding games and activities that require no or virtually no set up, are lots of fun, and also teach important life skills like teamwork, respect, problem-solving and more to bring out the best in our campers. Most importantly, you not only learn the games but you learn the secrets of great game leadership. Grab attention, motivate and maximize participation, build respectful behavior, and boost creativity and flexibility. Included: the 10 best instant set-up games that every staff person should know.

# **Part Two:**

## **Training for Supervisors & the Camp Leadership Team**

The supervisors, head counselors, program directors, unit heads, assistant directors, and other administrative staff need special training to help you make sure that the goals of camp are reached successfully. Michael can provide this training on site either in a separate workshop or retreat or in combination with a day of staff training. These trainings are designed in consultation with the directors so that the session is tailored specifically to their needs. Areas of learning include:

1. the six essential things to do when walking around as a supervisor and how to get them done
2. how to add more creativity and zest to regular activities
3. handling undesired staff behavior
4. motivating staff
5. coaching all staff to higher levels of performance
6. developing positive, trusting, and effective relationships with staff
7. what to do when you're a peer or even a friend of the people whom you are supervising
8. how to teach teaching to improve camp instruction

9. maintaining great behavior through positive communication
10. staff team development, including reducing talk behind backs, increasing collaboration, and more
11. working with parents in positive ways
12. customer service for the leadership team

These are examples of some possible sessions.

***Super Staff SuperVision: Powerful & Practical Techniques to Manage & Motivate Staff***

From the author of the number one best-selling book on camp supervision, this session demonstrates the six specific things supervisors and other head staff should do when “walking around” and exactly how to get them done, along with training materials to help train supervisors for success. Plus: better communication, motivation, support, preventing burn-out, improving safety, handling undesired staff behavior, creative program and leadership, and more.

**CDOS: Boosting Staff Performance through Masterful Staff Management**

No more leaders sitting while kids are playing! Here are Michael’s newest techniques and methods to help teach supervisors to be team leaders and raise the level of staff performance. Communicate expectations firmly but positively, solve problems with confidence, and coach staff to be their best.

**Supervising Staff to Encourage Openness, Trust, and an Atmosphere of Constant Growth & Improvement**

What to do and say to create a camp environment where everyone asks, “How can we do this better?” Reduce talk behind backs; boost constructive problem-solving and communication; instill respectful correction of undesired staff behavior.

**"THERE'S A SPECIALIST AT THIS ACTIVITY, SO IT'S A REST PERIOD FOR ME..."  
How to Form Collaborative, Professional, & Effective Relationships Between Specialists & Assisting Staff**

This special session was designed to handle one of the most common camp challenges—getting specialists, group and cabin counselors, and other staff to work together. It includes an actual training session, with materials, for lead instructors and specialists that demonstrates four proven, proactive steps and five techniques to get these relationships built correctly from the very beginning.



# Part Three:

## Mid-Season Training & Consultation

Once campers arrive and your program is rolling, there are even more ways to help polish your operation and make it the best ever. For example: Questions are no longer hypothetical. Staff and leadership team members don't ask "What if....?" They already have situations for which they need immediate advice. Also, there's plenty of motivation before camp starts. But sometimes the best time to motivate and provide new skills is after everyone has settled into their responsibilities and the novelty has disappeared.

In session options include:

### **Staff training**

At day camps, this can be done during an evening session. Many camps include such mid-season dates in the employment contract. At resident camps, the training can be done in repeated sessions presented in shifts or a movie can be shown with a minimum supervisory staff so most staff can attend the session.

### **Leadership Team training**

One form of this is a workshop session which presents some of the topics listed above. It can also include question and answer time during which problems and challenges can be addressed. Please see the next item for a particularly effective training tool that can be combined with this.

### **The "Walk and Talk"**

Here principles are put into practice with members of the leadership team. Michael walks around camp with individual team members or small groups of supervisors. After observing staff interacting with campers and each other for a few minutes, the discussion focuses on:

- observational skills -- seeing more; the difference between seeing & noticing
- what did we see that we liked and didn't like, and why?
- applying Michael's NQOP performance analysis
- what could we say to staff in this situation to improve performance?
- what could we say to staff to provide credible praise?
- body stuff: interesting options and techniques for non-verbal supervision, including where to stand, where to look, taking notes, and other issues

## **Program Boosters**

Michael walks through camp with directors and others responsible for program.

Topics include:

- what did we see that we liked and didn't like, and why?
- how can the success we have in certain areas be transferred to others?
- how do we identify creative ways to vary program and make new uses of regular program areas to boost both camper and staff interest throughout the session?

## **Special Events Review**

Existing events are reviewed according to specific effectiveness criteria. Options for improvements are provided, particularly in making sure that events accomplish the overall people development goals of camp. Plus: ideas for new events are discussed along with practice applying Michael's "Seven C's" formula for dynamic, exciting events.

## **Clinic**

Michael meets with individuals or small groups of staff to answer their questions about working with campers, other staff, parents, and others. Directors are provided in advance with a preparation sheet to be distributed to staff to help them decide if they want to participate and how to best prepare their questions. Michael reports back to directors and supervisors to indicate the nature of problems raised (without identifying individuals), the types of solutions he suggested, and what types of training would best meet future staff needs based on what was learned in these discussions.

## **Training by demonstration**

Directors identify activity areas or specific camper groups where they would like to see improvement or an infusion of new approaches. Michael does demonstration leadership in these places, individually and/or in collaboration with existing staff, and then discusses the approaches and skills used with the leaders in those areas. Special techniques are used to set up these sessions so that staff do not feel someone has been brought in to show them the "right way" to do things.

## **Pulse-taking and facilitating camp communication**

Michael meets with small groups or individual staff to assess their feelings about camp, their jobs, their performance, how they have been supervised and trained, and other issues. Confidentiality is respected and an analysis of the information received is reported to directors with suggested ways of using what was learned. Michael can also meet with campers and provide a similar report, analysis, and recommendations