

Camp Comps #3

What Do You See in the Scene?

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It's the first day of a session. Leader "S" gathers campers the first day at a program area and after an initial greeting says "Before we get started, I want to be sure everything is clear about what we're supposed to do here. So we're going to quickly go over the rules. Who knows a rule?"

One of the campers puts up a hand and says "No running." The leader says this is a good rule and asks for more examples of what is not allowed, which a few additional campers provide.

The leader adds a few that were not mentioned and asks if there are any questions.

"S" concludes by saying, "OK, we went over these so that nobody is going to say later, 'Oh, I didn't know we weren't supposed to do that.'

Now everyone knows, and if you follow the rules we can have a good time here. But if you don't, then you won't be able to be here. Sound fair? OK, let's get started..."



Leader "T" greets campers the first day and then says: "So I know we all want to have a lot of fun and learn how to be really great at this activity. To help us do that, I want to ask you a few quick questions. First of all, what do you think are some good choices to make when you're here? I'm talking about ways for us to act when we're here. I'll give you an example: What do you think about asking questions if you're not sure what to do? Some of us have done this activity before; some haven't. Would asking questions be one of the smart things to do here?"

The campers say “Yes.” “T” asks them why. Then “T” asks for more suggestions of good things to do. These include helping or showing other people how to do things, putting equipment back where we found it, and so on. “T” sometimes asks a camper to please explain why her or his suggestion would be a good choice.

“T” adds a few ideas that the campers don’t think of by putting it in the form of a question: “What do you think about XYZ?” If campers aren’t sure about why something is important, “T” explains it.

After about two minutes of this, “T” asks them a second question: “So, now what do you think would be some things that are *not* OK to do when we’re here? What are some ways of acting that don’t help us out?” The campers volunteer these, and as before, “T” sometimes asks them to explain why they are bad choices or what the negative effect would be if people did them.

“T” asks if anyone has any questions, then congratulates them on thinking of lots of great ways they can enjoy and learn a lot at this program area. In fact, “T” says, they’ve been so smart about these things that “T” predicts they are going to be able to learn really fast and even get to do some cool things for which there isn’t always time.

1. Which leader acted the best?



2. What are all the things that the leader did and said to make it best?



3. What’s the big deal? Why is this important? What are the effects of doing it in this better way?

For techniques to present expectations in positive ways, please see *Skill of the Day: What Great Leaders of Young People Do and Say*, Brandwein 2011, pp. 231-250