



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Cabin Leader Manual

YMCA Camp Seymour Outdoor and Environmental Education Program

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Dear Cabin Leader,

Thank you in advance for volunteering to be a cabin leader chaperone. Quality cabin leadership is very important at YMCA Camp Seymour. A strong cabin leader helps to create a fun and enthusiastic cabin group, as well as a safe learning environment.

This manual has been designed to help you have a successful and enjoyable Outdoor and Environmental Education experience at Camp Seymour. Please read through these materials thoroughly and duplicate any information that would be helpful as your first step in preparing for Camp.

We are looking forward to working with you to create a valuable outdoor learning experience. Please feel free to contact us with any questions or concerns.

Sincerely,

A handwritten signature in black ink, reading "Scott & Becca Gjertson". The signature is written in a cursive, flowing style.

Scott & Becca Gjertson
Directors
Outdoor and Environmental Education

Cabin Leader Manual

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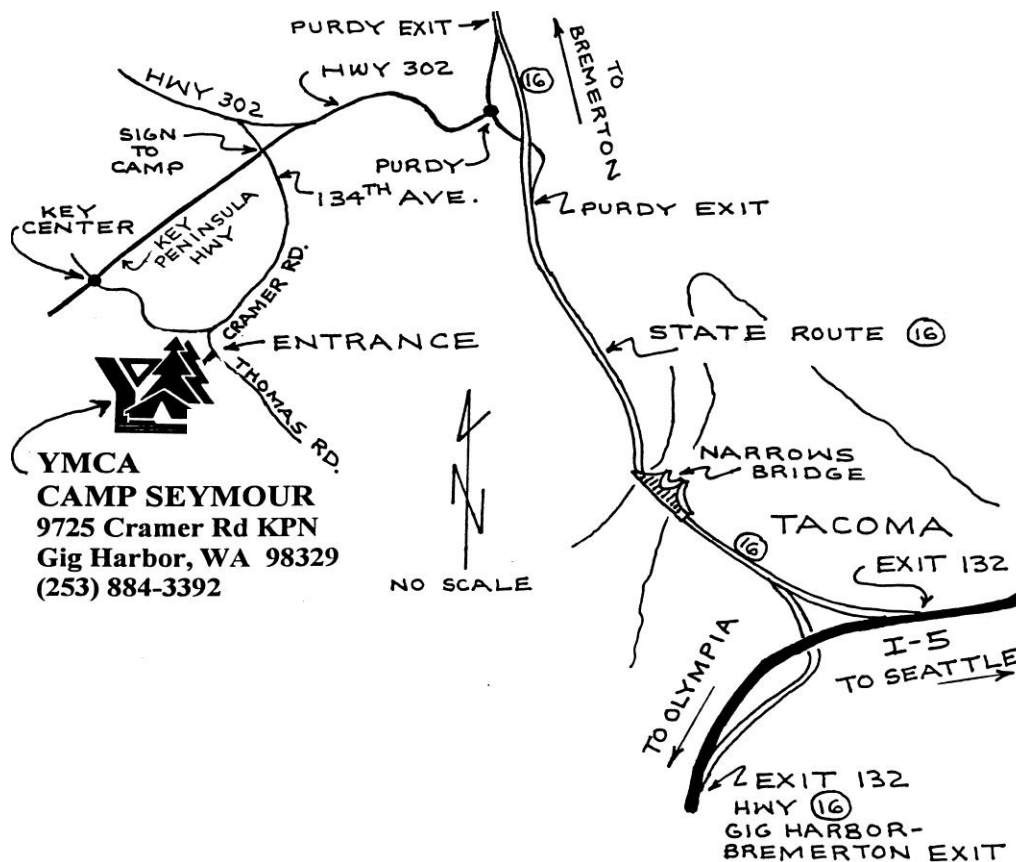
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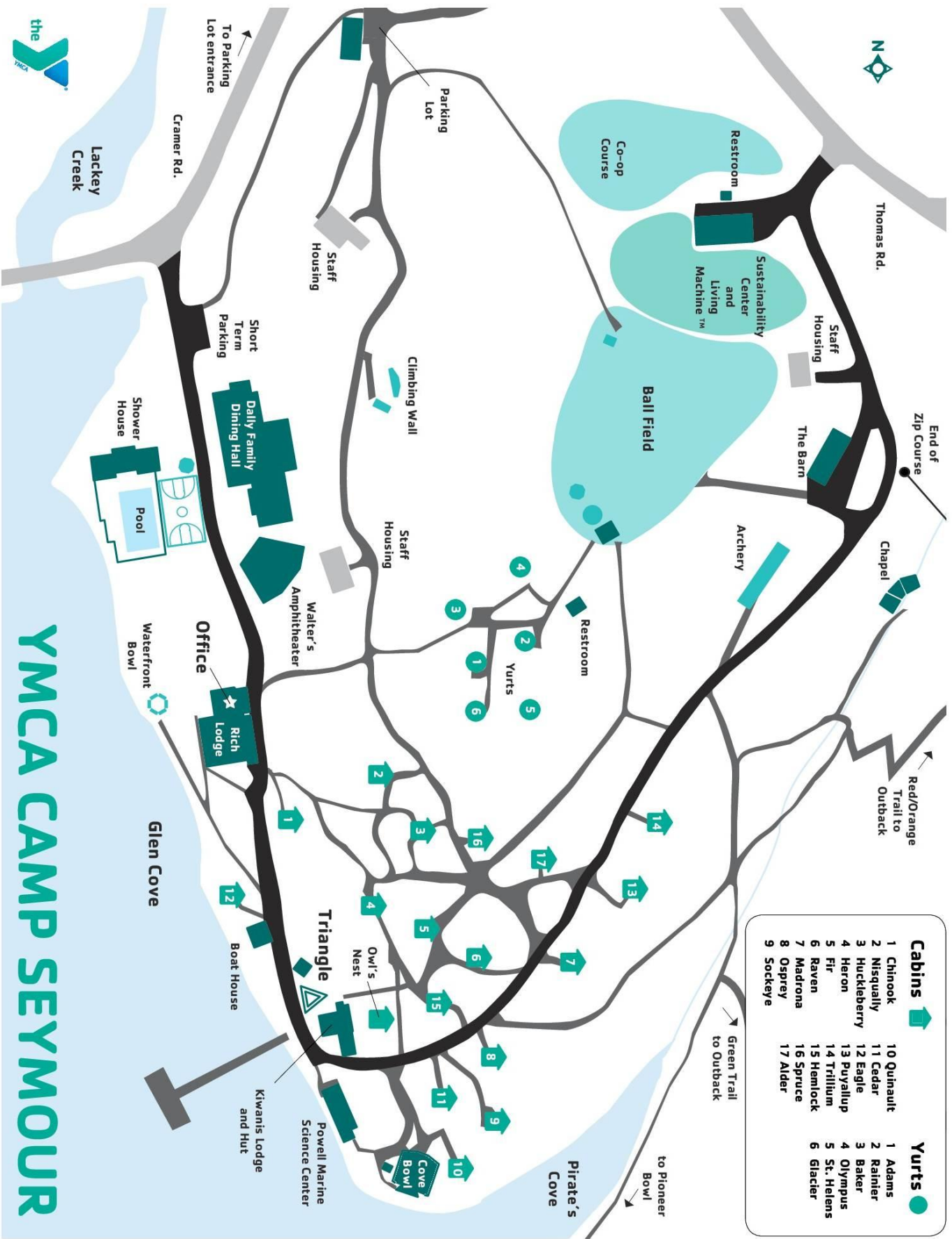


Directions to YMCA Camp Seymour

Take I-5 to Tacoma and then take the Highway 16 Exit west toward Bremerton. Cross the Narrows Bridge and continue past the Gig Harbor exits. Pass the Burnham Drive / Rosedale exit and at the top of the hill take the next exit to Purdy, Key Center and Highway 302.

At the first stoplight in Purdy, turn left and cross the Purdy spit. Camp is approximately 7.5 miles from this intersection. Follow Highway 302 toward Key Center. After approximately 5.5 miles, Highway 302 will veer off to the right. Do NOT follow it. Continue straight ahead for ¼ mile to the next 4-way intersection. There is a small YMCA Camp Seymour sign on the right indicating a left turn. Turn left onto 134th Avenue. If you miss the turn, you will see a Shell gas station on the left side of the road.

134th Avenue becomes Cramer Road shortly after the left turn. Follow Cramer Road approximately 2 miles to a "Y" intersection with Thomas Road, where you will see a "YMCA Camp Seymour" sign. Turn left onto Thomas Road and then immediately right into the YMCA Camp Seymour upper parking lot. Park at the end of the parking lot by the small shelter and follow the paved footpath on the right down the hill to the ball courts. Once you get to the Ball Courts, follow the road up the hill to the Dining Hall. As you reach the building, head right down the stairs to the main office.



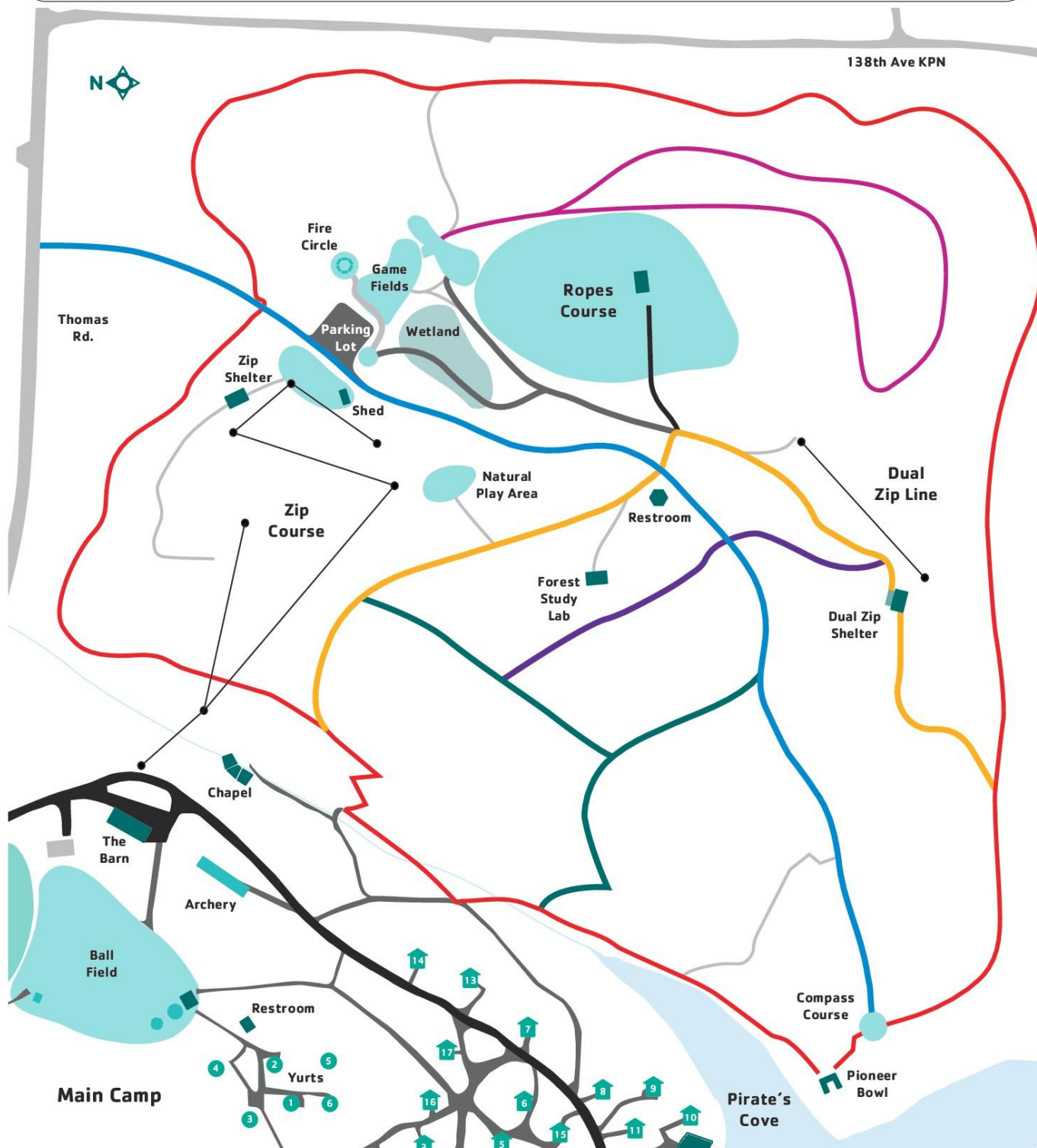
YMCA CAMP SEYMOUR



YMCA CAMP SEYMOUR

OUTBACK TRAILS

- Green Trail ● Orange Trail ● Purple Trail
- Blue Trail ● Red Trail ● Pink Trail ● Grey Trail



YMCA CAMP SEYMOUR

OUTDOOR AND ENVIRONMENTAL EDUCATION GOALS

YMCA Camp Seymour's Outdoor and Environmental Education Program creates an atmosphere where children are given an opportunity to learn in a natural environment. Our program is set up with many goals in mind, and the unique surroundings of camp help us to achieve these goals. The OEE program provides an opportunity for students to learn more about themselves and their places in the world. Students will learn about relating to each other and being a member of a community. They will discover new things about themselves and the natural world and how each impacts the other. Through growing awareness and appreciation, we help students to become more responsible citizens of our planet.

Each group visiting Camp Seymour has its own unique goals and objectives. By working together, we can plan a program that satisfies the needs of your school, achieves the goals of Camp Seymour's environmental education, and provides a program that complements school curriculum. Below are our goals:

- * To foster an awareness of and an appreciation for the natural world.
- * To increase knowledge of ecological concepts.
- * To help students understand and experience the relationship between themselves and the natural world.
- * To strengthen social relationships, encouraging cooperation and communication.
- * To promote personal growth, self-confidence, and a sense of belonging in young people.
- * To increase understanding of the effects of choices students make.
- * To increase students' enjoyment of and comfort in the natural world.
- * To foster the YMCA values of Respect, Responsibility, Caring, and Honesty.
- * To support students in reaching the Washington State Learning Standards.

CABIN LEADER JOB DESCRIPTION

Being a cabin leader is a very important job! Here is a list of responsibilities:

- Enforce YMCA Camp Seymour safety rules (such as always travel in groups of three or more with an adult; no running between areas; no climbing trees, rafters, or rock walls; no throwing rocks, sticks, fir cones, etc.) (To avoid saying "No" all week, use positive statements like "Walk!" instead of "No running!")
- Supervise campers at all times (Cabin Leaders are the sole adults responsible for supervision during the times when students are not in classes, rec. times, or evening program which includes: between classes, before and after meal times, between activities, and in cabins at night.)
- Attend classes to aid Camp Seymour instructors and be available if needed. Set a good example by being a good listener and being involved and interested in the classes. Do constant head counts.
- Make sure the students are arriving to classes, activities and meals on time.
- Aid the Seymour Staff during recreation time by making sure all kids have an adult to travel with them during rec. time. Please support staff when at Rec. Time areas. (Seymour Staff will supervise at most Rec. Time areas, but if your group goes down to the Ball Court, the cabin leaders are the sole supervisors at that location.)
- Make sure that all students are washing hands before meals.
- Supervise your table at meals. Make sure all children are getting equal portions of food. Make sure that all students are eating!
- Help students follow dining hall procedures learned during our first meal at camp. Help students understand the Clean-up procedures.
- Keep food out of the cabins (this helps keep rodents out of our cabins)
- Help the group spirit by participating in songs, skits and activities. If the cabin leader is excited, the campers will be excited, too.
- Camp is a drug, alcohol, and tobacco-free environment. If you are a tobacco smoker, we ask that you not smoke on the grounds but walk to the upper loop of the upper parking lot. Please dispose of butts in a garbage can.
- Report camper behavior problems to the teachers.
- If you have a cell phone at camp, please do not let students call their parents, unless you run it by the teachers first.
- Never release a camper to anyone. Please talk to the teachers first.
- Never be alone with a camper! Always stay visible by someone else when interacting with a child. Child Abuse of any kind (physical, verbal, sexual, mental, or neglect) is illegal and will not be tolerated.

Above all, have fun! We want to thank you for taking time away from your busy lives to be a part of camp.
We would not be able to do the job we do without you!

RULES AND GUIDELINES FOR SCHOOL USE OF CAMP SEYMOUR

The YMCA Camp Seymour staff is very proud to serve you. We are equally proud of our exceptional facilities and ask that you help maintain them by following these rules:

1. Respect the natural beauty of camp by using the trash containers and recycling bins around camp, by not disturbing plant or animal life, and by walking only on marked trails. Please refrain from bringing pets.
2. The possession of firearms or other weapons, and the consumption of alcoholic beverages or controlled substances/illegal drugs are **prohibited** on camp property.
3. No smoking or vaping in the camp area. Tobacco smoking is permitted by adults 19 and older in the upper loop of the upper parking lot only when children are not present. (Please dispose of cigarette butts in trash receptacles.)
4. Vehicles are not permitted beyond the parking areas without prior permission of the camp or OEE director. **Vehicles are to be parked in the upper parking lot.** Campers and cabin leaders carry their own luggage to and from their cabins. Teachers may drop off their supplies at their housing and keep **one** vehicle parked in the lower lot for emergency transportation. We ask that additional cars do not drive into main camp to unload luggage at individual cabins.
5. For your safety, please stay out of the cabin lofts and off the rafters.
6. We encourage you to refrain from eating candy and gum during your stay. This helps to prevent litter problems and the harmful effects they have on our animal residents.
7. Camp noise curfew is 10:00 p.m. We have understanding neighbors on Glen Cove, but we like to allow them to have quiet evenings. Campers must stay inside after 10 pm unless there is an emergency.
8. Please help us to conserve energy by turning off lights and heat and by closing doors when leaving the cabins.
9. Before departure, please sweep out your cabins and return all program and sports equipment, chairs, mattresses, etc. to their original locations.
10. Please take your garbage bag and recyclables to the Environmental Center to be recycled.
11. An added fee will be charged for misuse of facilities or equipment resulting in damage or loss. This includes discharged fire extinguishers, graffiti, and broken windows.

Cabin Leader 'WHAT TO BRING' CHECKLIST

Cabin Leaders: Items may be added or subtracted from this list. Camp Seymour's classes go on outside...**Rain or Shine**...please pack accordingly!

- BEDDING:**
- _____ Sleeping Bag
 - _____ Pillow
 - _____ Sheet (for small twin-size mattress)
- CLOTHING:**
- _____ **Waterproof Rain-coat with hood or hat and Rain-pants is required.** *Nylon jackets, sweatshirts, and jeans are not waterproof*
 - _____ 2 pair of shoes (including Waterproof Boots or old pair of shoes that can get wet)
 - _____ Pajamas
 - _____ Daily change of socks and underwear
 - _____ Heavy and light shirts
 - _____ Warm jacket and sweater
 - _____ 2-3 pairs of long pants (add shorts in warm weather)
 - _____ Gloves (nice for canoeing) and hat
 - _____ Plastic bag for dirty clothes
- TOILETRIES:**
- _____ Toothbrush and toothpaste
 - _____ Soap and shampoo
 - _____ Brush or comb
 - _____ Washcloth and towel (extra for your students?)
 - _____ Flip-flops for showering
 - _____ Bath Mat or extra towel (cabins do not have bath mats)
- EQUIPMENT:**
- _____ Day pack
 - _____ Water bottle & Travel Mug for hot beverages
 - _____ Phone / Alarm / watch
 - _____ Flashlight with extra batteries
- RECOMMENDED:**
- _____ Lip salve, sunscreen
 - _____ Camera
 - _____ Book / story to read to kids at night
 - _____ Extra Garbage bags for your camper's stuff or poncho
 - _____ Book or magazine for you to read
 - _____ Games you can play with your cabin group
 - _____ A few "special" stuffed animals to help with homesick kids.
- DO NOT BRING:**
- Markers (to avoid graffiti in cabins)
 - Matches or fireworks
 - Food (except sack lunch for the first day)
 - Valuables / Electronics
 - Pets, Weapons (knives, guns, etc.)

A TYPICAL 3-DAY OEE SCHEDULE

(please note-each school's schedule may vary slightly)

DAY 1

10:30 a.m. Arrive at Camp Seymour's upper parking lot where the Seymour Staff greet you
10:45 a.m. Seymour Staff takes you to drop luggage off on porches and on a camp tour
11:30 a.m. LUNCH (a sack lunch brought by the students) and Introductions at the Cove Bowl
12:30 p.m. All group recycling led by Seymour Staff and Restroom Break
12:40 p.m. Line up at the Triangle for class instructions
12:45 p.m. CLASS 1
2:00 p.m. Meet at the Triangle (Restroom Break)
2:05 p.m. CLASS 2
3:20 p.m. Meet at the Dining Hall to regroup and for a Snack
3:35 p.m. Recreation Time
4:35 p.m. Everyone meet at the Triangle to regroup. **MOVE INTO CABINS - MAKE UP A CABIN CHEER.** Wash hands for dinner.
5:10 p.m. KP to the Dining Hall
5:20 p.m. Line up outside the Dining Hall – FOOD WASTE CHALLENGE!!
5:30 p.m. DINNER KP group stay after for clean-up
7:00 p.m. Group Games (led by the School Teachers)
8:00 p.m. Campfire (led by Seymour Naturalists)
9:00 p.m. Return to cabins
10:00 p.m. LIGHTS OUT!! GOOD NIGHT!!

DAY 2

7:45 a.m. KP group meet the Camp Seymour hosts at the Dining Hall
7:55 a.m. Everyone else line up outside the Dining Hall
8:00 a.m. BREAKFAST KP group stay after for clean-up
8:55 a.m. Meet at the Triangle
9:00 a.m. CLASS 3
10:15 a.m. Meet at the Triangle (Restroom Break)
10:20 a.m. CLASS 4
11:35 a.m. Meet outside the dining hall and wash hands for lunch
11:40 a.m. KP group meet the Camp Seymour hosts at the Dining Hall
11:55 a.m. Everyone else line up outside the Dining Hall
12:00 p.m. LUNCH KP group stay after for clean-up
12:55 p.m. Meet at the Triangle
1:00 p.m. CLASS 5
2:15 p.m. Meet at the Triangle (Restroom Break)
2:20 p.m. CLASS 6
3:35 p.m. Meet at the Dining Hall for recreation time instructions and snack
3:50 p.m. Recreation Time
5:00 p.m. Meet back at the Triangle to regroup. Return to Cabins and wash hands for dinner
5:15 p.m. KP group meet the Camp Seymour hosts at the Dining Hall
5:25 p.m. Line up outside the Dining Hall
5:30 p.m. DINNER KP group stay after for clean-up
7:00 p.m. Cabin time (prepare for skits)
8:00 p.m. Campfire/Skit Night with cabin skits (led by the Seymour Naturalists)
9:00 p.m. Return to cabins
10:00 p.m. LIGHTS OUT!! GOOD NIGHT!!

DAY 3

7:45 a.m. KP group meet the Camp Seymour hosts at the Dining Hall
7:55 a.m. Line up outside the Dining Hall
8:00 a.m. Breakfast KP group stay after for clean-up
9:00 a.m. Camp Clean-up
9:15 a.m. Cabin Clean-up
9:30 a.m. Ball Courts open – Camp Store open
10:00 a.m. Closing String Activity led by the Seymour Naturalists followed by the Closing Postcard Activity led by the Seymour Naturalists
11:15 a.m. KP group meet the Camp Seymour hosts at the Dining Hall
11:25 a.m. Everyone line up outside the Dining Hall
11:30 a.m. LUNCH (time may vary between 11:15–12:30 your last day) KP group stay after to clean-

Cabin Leader Checklist

- ✓ Do you know where your kids are at all times?
- ✓ Are you taking care of yourself; your health, sleep...?
- ✓ Do you know the schedule?
- ✓ Have you read the camp and school rules?
- ✓ Is your first priority always SAFETY?
- ✓ Are you consistent in your dealings with campers, especially in the area of rules and expectations?
- ✓ Do you deal with campers as unique individuals?
- ✓ Are you having fun yet? (if you aren't, the kids won't)
- ✓ Do you try to keep a positive attitude?
- ✓ Do you give Tommy Trouble and Quiet Kate as much positive attention as Sweet Susie?
- ✓ Do you keep a close eye on your group for their health needs—sunburn, bathroom stops, eating, and raincoats in wet weather?
- ✓ Do the KIDS COME FIRST?
- ✓ Is everyone washing their hands before eating?
- ✓ Are you flexible?
- ✓ Are you participating in all activities? (if you do, your kids probably will)
- ✓ Are you a good example? Do you practice what you preach?
- ✓ ARE YOU ON TIME?
- ✓ Are you helping your campers to gain a better understanding and respect of the natural environment in which they are playing?

THE OEE PROGRAM

Classes

The teachers will assign campers (and cabin leaders) to learning groups. Learning groups are the small groups in which students attend classes. The learning group size will depend on the total number of campers and whether there are any other groups in camp. Groups rotate in a "Round Robin" style to each class. Each learning group will rotate through each of the classes we schedule you, so every group gets to do all the classes.

For a three day OEE program teachers pick eight different classes from the following lists of classes and the Camp Seymour OEE Directors give the teachers six of those classes for their schedule (based on availability, staffing, etc.). For most schools, classes run approximately 1 hour and 15 minutes. When possible Camp Seymour naturalists teach all of the classes. There are times when the schools are responsible for teaching one of the six classes; this class may be one that the teachers bring or a Camp Seymour class. The sixth class can either be taught by a teacher or a cabin leader volunteer. Check out more information on the classes your school might be taking below.

Environmental Education Classes

ALBATROSS INVESTIGATION	An Albatross produces a bolus to get rid of indigestible material, very similar to an owl pellet. The students will use the scientific method to investigate an Albatross bolus and learn what they may be eating. The results of our exploration lead us into a discussion about the amount of man-made debris floating in the ocean (shhh..this is part of the class, so we don't want to give it away to the students before they take the class). By brainstorming solutions the students can implement action plans in their school or their community once they learn how even as children the choices they make can have a positive effect on the world.
BIRDS-ORNITHOLOGY	Get out binoculars and bird field guides! Students watch for gulls, ducks, great blue herons, and bald eagles from the Environmental Center balcony. Learn what makes birds such an amazing species through a variety of hands-on activities.
LIFE & DEATH IN THE ESTUARY	Students become herbivores, omnivores, and carnivores. They must survive life in the estuary by meeting their needs in the food chain. Can they collect enough food and water without being eaten? Beware; wildlife biologist (adults) will capture any creature breaking the laws of nature.
MARINE SCIENCE	Students are introduced to the basics of marine biology on Puget Sound. The focus of this class is on tides, estuaries, and marine life, including a hands-on encounter with sea stars, moon snails, crabs, anemones, and many more of the marine creatures in touch tanks in the Powell Marine Science Center.
BEACH ECOLOGY	Tide dependent. Students get out on the tidal flats during low tide for some guided exploration.
REPTILES	Designed to teach students basic concepts and general knowledge about reptiles. Teaching and discussing the facts can dispel many myths, misconceptions and irrational fears surrounding these animals. This class will identify reptile characteristics and explain their needs, habitats and habits. Students will have the opportunity to touch some of these live animals and to observe them all.
SALMON	Salmon are a vital part of the Pacific Northwest culture and environment. Find out how much you know about these famous fish through fun games and lessons. What can you and your family do to help conserve salmon habitat? In this class we will discuss many questions and thoughts about salmon and our environment.

SQUID DISSECTION	Cephalopod! Students explore what makes squid such unique creatures as they get their hands dirty in squid juice. They learn characteristics of Mollusk and Squid, as well as gain an enjoyable introduction to why dissection is important and fascinating. Not “Eww gross” but “Mmmm how interesting!”
STREAM TABLE	Learn why water moves the way it does through rock and sand changing our landscapes through this interactive geology themed class.
SUSTAINABLE SYSTEMS	Camp Seymour installed Washington’s largest Living Machine in 2003. What’s a Living Machine? It’s a sewage treatment facility that treats effluent to a level that allows water reuse in irrigation of the play field and in flushing toilets throughout the camp. The most visible part of the treatment facility is a greenhouse, where plants and other living Organisms – housed in six aerobic hydroponic tanks – treat camp’s waste-water. The final processing is done in a wetland just outside the greenhouse. Essentially the Living Machine is its own ecosystem, accelerating nature’s own water purification process!
FOREST INVESTIGATION	The towering forests of Camp Seymour are an ideal laboratory for learning about trees. Students are trained to be investigate the mysteries of forest ecology and plant identification. Naturalists use creative activities to teach students how trees function as part of a forest ecosystem.
FOREST FLOOR	What lurks on the forest floor? Students examine what lies on the forest floor and how nature recycles its resources. Concepts of community, soil, and habitat are discovered through exploration, insect discovery, and the use of field microscopes.
WILDLIFE ECOLOGY	Take a walk on the wild side of the food web! Students experience life as predator and prey through activities and role-playing games, learning that in nature, everything is connected. Look at skulls and bones of native wildlife and find out why the mountain goat has eyes on the side of its head, but the cougar has its eyes on the front!

Outdoor Education Classes

CANOEING	Students learn the basic skills of canoeing and water safety. They learn how to put on a lifejacket, how to board and steer a canoe, and the parts of a boat. During class, it’s not uncommon to hear students squeal with excitement when seeing sea stars and crabs right over the sides of their canoes! For a new twist on boating, ask about our “Big Canoes.”
CABIN TIME	This class time is an opportunity to give your campers some down time to reflect or to bond with their cabin group. Led by cabin leaders and counts as your school’s class.
CLIMBING WALL	The class is limited to learning groups of 15 campers or less and there must be an adult chaperone with each learning group. Students have the incredible opportunity to climb to the top of our 37-foot wall. Students are given a safety orientation, roped into a climbing harness, and “belayed” by a trained Camp Seymour staff member. It is a great way for students to build their self-esteem, as well as boosting each other as they encourage their friends!
CO-OP COURSE	Students love this team-building adventure course! Students start out with challenges on our ball field and progress to more difficult elements on our course. Try swinging on a vine across a flooded valley or making a bridge across a lava field! All activities are designed to facilitate cooperation, communication, and leadership skills.
DISCOVERY	Students experience the magic of the forest through an entirely sensory

HIKE	experience. Discover a whole new way to look, listen, touch, and smell. This class is designed to heighten students' awareness of the natural environment while taking them on a hike through our 'outback'. Camp's naturalists, teachers or parents can lead this hike into the outback trails.
NATURE, DRAWING, AND POETRY	This class allows students to have time to appreciate nature in their own ways. After hiking through the woods, students have the opportunity to express their feelings about nature through drawing, writing poetry, or painting. Students discuss types of poetry and share their thoughts and ideas. This class is a great way for campers to have a little down time to reflect during a fun-filled and active camp experience. Camp's naturalists, teachers or parents can lead this class.
ORIENTEERING	Instruction takes place on the compass course in the outback. Students use math skills to learn how to use a compass and practice taking bearings and pacing. Students gain self-confidence as they become familiar with the use of a compass in this popular class. Camp's naturalists, teachers or parents can lead this class.
ZIP LINE	Our Dual Zipline, built in the spring of 2016, is comprised of two parallel, static ziplines (one line that runs from point A to point B). Students are given a safety orientation, fitted to their safety gear, and may ride the zipline next to a classmate. The simple, yet challenging goal of stepping off the zipline platform makes it a fantastic opportunity for groups to rally behind each individual, helping to shape a nurturing and supportive group culture. Weight limit of 250 pounds.

Recreation Time (Camp Recess)

Camp Seymour offers a Recreation/free time for students each full day of your stay while at camp (we do not offer an open Recreation time the last morning). This is a time when campers do not have to travel in learning groups or with cabins, but travel in "Truddies" (groups of 3 or more with an adult) to any of the different program areas we have open for them. Seymour Staff will assign what program areas are open for recreation, and they may include Canoeing (only if the students take boating as a class), Archery, Big Canoe, Bouldering, Reptiles, Touch Tanks, Farm & Garden, and seasonally the Pool. We ask Teachers and Cabin Leaders to help at Rec. Time by traveling with the students at all time ensuring there is an adult in a truddy at all times.

Evening Activities

Most teachers choose to have two evening activities planned each night after dinner from 7:00-8:00 p.m. and from 8:00-9:00 p.m. Seymour staff will run **ONE** after-dinner event per day, by request. We request that the teachers run the other evening activity. The Teachers choose from the following list for Evening activity options:

BINGO	Another classic fun activity for the entire group. It is also a good rainy day recreation option. Camp Seymour has all of the equipment needed. (Can be run by a Teacher)
CAMPFIRE	A chance for everyone to participate in songs, skits, and stories.
CAMP OLYMPICS	Cabin groups travel to various stations to 'compete' in events that stress support, cooperation, and cabin spirit. (available as a last morning activity) (Sufficient daylight required for this activity. Only available during the early months of daylight savings time) (Can be run by a Teacher)
ECODRAMAS	Students work in groups to act out ecological concepts and terms, in a manner similar to charades, allowing all participants to guess the correct answer. One card, for example, states: "Trees dropping cones, cones become seeds, then saplings, then trees." Good times! (Can be run by a Teacher)
EGDELWONK	A game-show style trivia game for the new millennium! Students test their knowledge of subjects they learned in camp classes – it's a great review the last evening and a lot of fun!! (Also available as a last morning activity) (Can be run by a Teacher)
DANCE	All-school age-appropriate dance in the dining hall. (Can be run by a Teacher)
FIELD GAMES	Kick-ball, Whiffle-ball, soccer, ultimate Frisbee, basketball, etc. A good chance for everyone to run off any extra energy. (Also available as a last morning activity) (Sufficient daylight required for this activity. Only available during the early months of daylight savings time) (Can be run by a Teacher)
GROUP CHARADES	A classic. Always good for a laugh. (Can be run by a Teacher)
LIFE & DEATH IN THE ESTUARY	Students become herbivores, omnivores, and carnivores. They must survive life in the estuary by meeting their needs in the food chain. Can they collect enough food and water without being eaten? Beware; wildlife biologist (adults) will capture any creature breaking the laws of nature. (Sufficient daylight required for this activity. Only available during the early months of daylight savings time)
NIGHT WALK	Designed to help students feel comfortable in the outdoor night world. No flashlights will be needed as groups walk through the forest. Activities will focus on nocturnal adaptations. (Sufficient darkness required. Only available during the fall and throughout the winter.)
PICK-A-BALL	An exciting version of Capture the Flag, using dozens of plastic balls – double the fun!! (Sufficient daylight required for this activity. Only available during the early months of daylight savings time) (Also available as a last morning activity)
SKIT NIGHT	Students prepare skits to present during a campfire program. (Can be run by a Teacher)
SKIT PRACTICE	Led by cabin leaders in cabins to prepare for the skit night campfire.

Final Morning Activities

On the last day at camp, most schools leave after lunch, allowing them some time in the morning for a final activity led by either the school or Camp Seymour Staff. Teachers choose from the list of ideas below that can be done on the last morning.

CLOSING STRING ACTIVITY

In this closing reflective activity each student make a string bracelet to take home with them as a reminder of all the things they learned while at camp. Please Note: We utilize the cabin leaders for this activity to help debrief with each group at the stations.

CAMP OLYMPICS

Cabin groups travel to various stations to 'compete' in events that stress support, cooperation, and cabin spirit. This activity can be led by Seymour Staff or School Staff. (also available as an evening activity during daylight savings time)

EGDELWONK

A game-show style trivia game for the new millennium! Students test their knowledge of subjects they learned in camp classes. It can be a great review the last morning and a lot of fun!! This activity can be led by Seymour Staff or School Staff. (also available as an evening activity)

FIELD GAMES

Kick-ball, Whiffle-ball, soccer, ultimate Frisbee, basketball, etc. A good chance for everyone to run off any extra energy. This activity can be led by Seymour Staff or School Staff. (also available as an evening activity during daylight savings time)

LIFE & DEATH IN THE ESTUARY

Students become herbivores, omnivores, and carnivores. They must survive life in the estuary by meeting their needs in the food chain. Can they collect enough food and water without being eaten? Beware; wildlife biologist (adults) will capture any creature breaking the laws of nature. Led by the Seymour Staff (also available as an evening activity during daylight savings time).

PICK-A-BALL

An exciting version of Capture the Flag, using dozens of plastic balls – double the fun!! This activity can be led by Seymour Staff or School Staff. (also available as an evening activity during daylight savings time)

JOURNALING

This is another great activity for teachers to lead. Teachers can download a journal template off camp's website, or create their own. The last morning is another great time to have the students reflect on their experience at camp.

CLOSING CEREMONY

Teachers/cabin leaders can make awards for each of their students and present them in a ceremony. See below for Awards ideas and our website for an Award template.

The Last Morning:

- Before breakfast, have the campers pack up their belongings.
- During the last morning's breakfast, the Seymour Staff will meet with one cabin leader from each cabin to go over morning clean-up procedures.
- After the Seymour Staff have met with the cabin leaders, they will also make announcements inside the Dining Hall. Make sure that you and your campers listen to all of the announcements and directions. Please remind the campers when they need to listen.
- After breakfast, take your campers to your designated clean-up area to pick up garbage and lost and found.
- After cleaning up camp, head back to cabins to clean cabins and wait for inspection. See the laminated sheet the Seymour Staff gives you at breakfast for clean-up details.
- When you are completely finished cleaning the cabin, stand outside the cabin as a whole group and loudly sing a camp song, so that the Seymour Staff knows that you are ready to be checked out.
- After the Seymour Staff checks you out, take your garbage and recycling in the liners to the recycling center. Then everyone takes their entire luggage to the luggage shelter which has been designated for your school. (Please make sure you look at the white boards above the shelter and only put the student's luggage in the shelter with their school's name on it.)
- Head back to the Ball Court to play. Then at the appropriate time meet at the designated location for your final activity.

BED TIME

Putting a cabin of excited campers to bed at night is an important challenge for cabin leaders. Campers are often much more excited and active than they usually are at home (especially the first and last night), and are not always interested in going to sleep. It is very important for them to get sleep for two reasons: 1) they will not have any fun the next day if they didn't get any sleep and 2) there is a curfew that we need to follow (10:00 PM) so that everyone around camp can sleep. Just telling campers to go to bed and turning off the lights will result in a noisy, rowdy, and unmanageable cabin. A few tips:

- Set a timeline for getting ready for bed. Make it fun - create a game or song that gets campers ready quickly.
- Always use a calm and quiet voice with your cabin at night. A loud voice is more likely to excite the kids than encourage them to mellow out.
- Create a quiet, low-key atmosphere in the cabin as kids are getting into bed.

Possible Bed Time Activities:

Highpoints - Each camper tells a favorite part of their day or something that happened that day that made them feel good. It could be meeting a new friend, learning a new skill, something they saw or heard or experienced or something they did that challenged them.

Shout-outs - Campers can give a shout-out to anyone who did something nice for them during the day.

Tell or read a story - Bring a Camp appropriate story to wind down at night. If the story is a long one, read part of it each night for several nights.

Sing a song or play an instrument - One of the best ways for kids to drift off to sleep is to the sounds of soft music. If you don't feel musically inclined, play some quiet music on your phone (download before getting to camp).

Pick a topic - School, family, friends, all of these are good places to start.

Pluses and Wishes - Each child says a good thing that happened that day and a wish for the next day.

BEHAVIOR MANAGEMENT

What Can You Do with a Misbehaving Camper?

Most kids misbehave because they are bored or need attention. If you keep your cabin group busy you will have less need for any type of discipline. Here are some guidelines for behavior management:

There are basically three kinds of behavior:

- 1) The kind you like, and want to see more often. **Reinforce this behavior as often as possible!**
- 2) The kind you don't like, and don't want to see. The most effective way to decrease behavior you don't like is to ignore it.
- 3) Behavior that is unsafe and/or unacceptable. If the camper behavior is unsafe or unacceptable, tell a teacher as soon as possible. The teachers are responsible for any discipline.

CORPORAL PUNISHMENT IS ILLEGAL!

Corporal punishment (e.g. having kids do pushups, making them sit outside in the rain, having them skip a meal, or striking them) is considered child abuse.

DO NOT use any kind of physical punishment to discipline a camper.

Child Abuse Prevention

A principal endeavor of YMCA Camp Seymour is to provide a healthy atmosphere for the growth and development of children. Thus, the mistreatment or neglect of children and the resulting severe effects on them are of primary concern. Mistreatment or neglect of a child by parent(s) or others resulting in injury or harm is considered to be child abuse. Abuse can lead to severe emotional, physical, and behavioral problems. Because of its concern for the welfare of children, the YMCA has developed policies, standards, guidelines, and training to aid in the detection and prevention of child abuse. In addition, employees are carefully screened and have a background check conducted upon hiring or rehiring. Additionally, employees who have contact with children receive training in recognizing, reporting, and preventing child abuse.

To keep staff and children safe, staff and cabin leaders should use good judgment. Some guidelines to follow include:

- Avoid being alone with a child at all times.
- Children may not be disciplined by use of physical punishment or by failing to provide the necessities of care.
- Verbal or emotional abuse of children is not allowed.
- Do not release any campers to anyone. See school teachers.
- Information regarding abuse or potential abuse should be documented in writing.
- At the first reasonable cause to believe that child abuse exists, it should be reported to a supervisor and the OEE Director(s).

FOOD AT CAMP

Dietary Needs

Camp Seymour's Kitchen staff does an amazing job of creating healthy, kid friendly meals with options that please the average person. We serve all meals family style with an additional fruit bar at breakfast and a salad bar at lunch and dinner. We know that more and more allergies are common amongst school children, and we are doing our best to work with and provide healthy options for all participants. That being said, there are allergies and preferences that we are happy and easily able to accommodate, and there are others that are very difficult for us to serve.

Peanut and tree nut allergies: During the school week, we do not serve any peanut or tree nut products or anything that has those items in them.

We offer vegetarian options whenever meat is the main dinner options for those participants who are vegetarians (as long as we have been informed ahead of time, so we know how many people for whom we should buy). We do not advertise the vegetarian option at each meal, so please inform your vegetarians that once the hoppers have gone through in the Dining Hall to get each table's tray, the participants who are vegetarian may take their plate into the kitchen to get the veggie option.

We offer soy milk for those participants who are lactose intolerant. Ask the Seymour Staff upon arrival where we keep it when those participants would like it.

Allergies such as soy and gluten are much more challenging for our kitchen staff. Some of the food we serve is soy and/or gluten free, but there are some meals where we request participants to supplement their own food. We recommend participants bringing their own food bring a small cooler (labeled with the name and school) and a dry bag (again labeled with the name and school) for the items they are bringing. The kitchen staff would be happy to store food in the kitchen and heat it up for participants, as long as everything is well labeled with the participant's name and instructions on what needs to be done.

The kitchen staff has a binder with all of the ingredients for each product that they use, so anyone with allergies or needs can individually check each item for ingredients. If any participants have further questions about food and allergies, please have them contact the OEE Directors, and we will get them in contact with our kitchen manager when appropriate.

In order for us to work with schools and provide healthy options, we need help from cabin leaders and from the teachers. The teachers will let camp staff know at least two weeks in advance of their camp arrival date which participants have food allergies or preferences and what they are. Please make sure that if you or your child has a food allergy (or is a vegetarian) that you let your teachers know more than two weeks ahead of your scheduled camp time, so they can pass that information on to the OEE Directors.

Hills at Camp

Please also know that there is a lot of physical activity that happens while at Camp, including walking up and down hills multiple times a day. We encourage participants to increase their activity level before coming to camp in preparation for their arrival.

Snacks

The kitchen staff at YMCA Camp Seymour takes pride in offering wholesome meals for students. In addition, we will provide a free snack each afternoon before recreation time. Examples of Camp snacks include popcorn, pretzels, and fruit.

Please do not store snacks in cabins!

- Snacks stored in cabins attract rodents such as mice and squirrels.
- Snacks eaten in cabins create an unnecessary mess on cabin floors and on mattresses.

Cabin leaders should not bring snacks!

- When cabin leaders bring snacks for their cabins it creates the problems listed above.
- It also creates problems for the cabin groups who do not have extra snacks.

If you still want to bring snacks, please have bring enough for the entire group and store them in the teachers' quarters or in the kitchen.

SAMPLE MENU-Menu options may change.

Monday	Tuesday	Wednesday	Thursday	Friday
	Breakfast	Breakfast	Breakfast	Breakfast
	Eggs	Pancakes	Eggs	Pancakes
	Hashbrowns	Bacon	Hashbrowns	Sausage
	Milk	Fruit bar	Fruit bar	Fruit bar
	Fruit bar	cereal	cereal	cereal
	cereal		Milk	
	Lunch	Lunch	Lunch	Lunch
	Chicken Sandwiches	Grilled Cheese	Cheese and Pepperoni pizza	Chicken Strips & Tator Tots
	Tator Tots or Chips	Salad bar		salad bar
	Salad Bar	Tomato Soup	Salad bar	
Dinner	Dinner	Dinner	Dinner	
Baked Ziti w/ Marinara	Tacos	Burgers (Beef & Garden)	Chicken Terryaki	
Garlic bread	Beans	Tatar Tots	Rice & Veggies	
Green beans	Cheese	Toppings	Baked Spring roll	
Salad bar	Tortillas and salsa	Salad bar	salad bar	
Brownies	salad bar	Brownies	Cookies	
	Cookies			

Group Building

The purpose of cabin group building is to create a feeling of belonging and acceptance, to help the group learn to work together, and to teach the value of group decision-making. Here are some activities you can use to help your cabin feel like a group:

- ❖ Make up a group cheer or song
- ❖ Make and wear name tags
- ❖ Wear something that identifies the group (hats, ties, name tags, headbands)
- ❖ Decorate your cabin
- ❖ Play a game
- ❖ Make a cabin flag
- ❖ Let the kids make up a cabin rules list. They will find it easier to follow the rules if they have had a part in making them.
- ❖ Have cabin clean-up inspections. The kids will want to impress you and you can make it into a game: "Let's see if we can clean the cabin perfectly in under 10 minutes!" Think of a way to reward them for success.

Affirmations

Everyone knows that a little encouragement goes a long way. Here are some suggestions for encouraging your campers. Use them liberally!

Awesome!	Nice going.	That's really nice.
Beautiful.	Now you're getting the	That's right.
Brilliant.	hang of it.	That's the best you've
Congratulations.	Now you've figured it out.	ever done.
Exactly right.	Perfect.	That's the right answer.
Excellent.	Right on.	That's very good.
For sure.	Sharp.	Tremendous!
Good for you.	Super.	Very creative.
Good job.	Superb!	Wow!
Good thinking.	Terrific.	You are learning fast.
I like that.	Thank you (very much).	You make it look easy.
Impressive.	That's a good point.	You really outdid yourself.
Keep it up.	That's clever.	You're on the right track.
Keep up the good work.	That's coming along	You've got it made.
Marvelous.	nicely.	You've got it now.
Much better.	That's great.	
	That's it!	
	That's quite an	
	improvement.	

SKITS

Most schools have a skit night during their stay at Camp Seymour. We encourage skits that are fun for everyone and involve all the kids. Remember, we are trying to teach kids to respect themselves, each other, and their environment-so make sure your skit is not violent, racist, or demeaning to anyone. Do not harm the environment. There are lots of ideas that are just plain FUN. Your attitude will determine your group's attitude, so...be involved in your skit...dress up...be safe, and HAVE FUN!

The Forgetful Camp Counselor

Props: Dark, non-transparent blanket and boxer shorts.

The counselor walks on stage. Two assistants walk in and hold a blanket in front of the counselor. During the skit, he or she slips off his/her pants without the audience knowing. Now he/she is wearing just the boxer shorts (with real underwear underneath).

There's a knock on the door:

Counselor: 'Come in!'

Enter camper.

Counselor: 'Did you remember to clean your cabin?'

Camper: 'No, I forgot.'

Counselor: 'Go sit in [timeout spot]' Repeat the sequence with the rest of the cabin group.

Counselor: 'I can't believe it. This is the most forgetful group of campers I've ever seen!'

Now the two assistants drop the blanket they've been holding in front of the counselor. The counselor walks away and realizes that he/she has forgotten to put on pants!

The Doctor's Office

The receptionist is typing and answering the phone. The first patient enters with a twitchy arm, walks up to the receptionist and asks to see the doctor. The receptionist asks the camper to have a seat. Several more patients enter, one at a time. Each has a different ailment (hiccups, itchy skin, wobbly knees, etc.) As each enters and sits on the bench, they all take on each other's ailments. Soon all the patients have all the ailments.

The last person to enter is a pregnant woman. She enters, talks to the receptionist, and sits down by the others. All the other patients pause momentarily, look at the pregnant woman...and run screaming off stage.

Wee Skit

Begin with everyone unrolling his or her sleeping bags and climbing in for the night. One at a time, each camper gets up, wakes up the counselor and says, 'Counselor, I have to go wee!' The counselor tells the camper to go back to sleep. With each camper the counselor gets more upset until finally, after the last camper's plea, the counselor says, 'OK! Everybody up! We'll all go wee together!' The campers look at each other, jump out of their sleeping bags, line up and yell, 'WEEEEEEEEEEEEEE!'

Brown Bag Skit

Each cabin puts five items in a brown bag and trades bags with another cabin. Each cabin has to come up with a skit using the items in the bag.

The Park Bench

Begin with one person sitting on an imaginary park bench. Several people come by one at a time and ask what is going on. The reply is, 'Just sitting on my favorite park bench, enjoying the park.' Each newcomer asks if he or she can sit down and does so. The last person, after asking what the bench sitter is doing, says, 'But they moved that bench yesterday!' Everyone on the bench looks at each other and then falls to the ground.

Looking for the Lost Coin

A person on stage is bent over looking for something on the ground. One at a time people enter and ask, 'What are you looking for?' 'I lost my silver dollar.' Is the reply. Each person begins to help search for the lost coin on his or her hands and knees. Finally, someone asks, 'Where exactly did you lose the dollar?' 'I lost it over there,' pointing off into the distance. Someone asks, 'They why in the world are you looking here?' 'Because the light's better here.'

Is it Time Yet?

5 or more people are sitting on a bench with their right leg crossed. The person at the end of the bench says to the person beside him/her, "Is it time yet?" That person says the same to the next person, who says it to the next person until the message gets to the last person on the other side of the bench. That person checks his/her watch and says "No" to the person beside him/her and then that person says it to the next person until it gets to the last person. Repeat 2 more time, and then on the 4th round, instead of the person saying no, the person says "Yes". After yes excitedly gets passed all the way down to the end, the original "Yes" person counts to three, and everyone switched their legs and crosses the other one.

JC Penny (for girls) or Fred Meyer (for boys) Skit

5 or more campers are all involved. One camper (Camper #1) is hanging out by himself, when another camper walks on stage. Camper #1, says, "Cool shoes. Where did you get them?" The other camper replies, "Fred Meyer", and then walks off stage. Then another camper walks on. Camper #1 and the new camper talk, and #1 says something like, "Sweet jeans, where did you get them?" New camper-"Fred Meyer," then walks off. This goes on for as many articles of clothing that you want to use (you can even double up and have two campers walk up at a time, and only one is wearing an article from Fred Meyer). Then the last time, a camper walks out in a towel (shivering), and Camper # 1 says," dude what are you doing? Who are you?" The toweled camper says, "Fred Meyer."

The Make-up Skit

This doesn't have to be done with makeup, any routine will do, such as getting ready in the morning, or even doing stretches or yoga.

One person sits on a bench while a partner hides behind them. The person's arms are behind them, and the partner inserts their arms under the first person's arms. In other words, the person on the bench is doing the routine without the use of their own arms.

The partner then performs all of the actions for the person, even though the partner cannot see. So for instance, the partner applies lipstick and eye shadow and powder and all kinds of makeup. Maybe even brushes their teeth. The person on the bench acts like they know what they are doing. Talking about what they want to do next and where they

are going and perhaps making excuses for why they are getting the makeup all over their face.

The purpose is truly to make a mess of the actor which campers always appreciate and find entertaining!

What's up?

Camper #1 walks onto stage looking up as he/she walks, then stops and continues to do this and stand at the end of the stage. Then a second camper walks on stage, looks at the first boy, then faces the audience, shrugs, and looks up. Then a third camper walks on stage, looks at the second and first camper, faces the audience, shrugs, and then looks up. This continues until the final camper walks up to the others, looks at each of them, then faces the audience and looks up. After a second or two, he turns to the camper next to him and asks, "What are we looking at?" That camper responds, "I don't know." Then that camper asks the next person the same question. This continues all the way down the line until the question is asked of the first camper who walked in. Camper #1 responds, "I don't know what you are looking at, but I have a stiff neck!"

Mystery Box

One camper walks on stage and just hangs out alone for a minute doing nothing. Then another camper comes by with a closed box (the cardboard box should have a top that closes and in it should be a large container of water that when tipped will spill, but will not turn over), and says, "Hold this for me. I'll be right back."

A few seconds pass, and a third camper comes by and asks the first camper, "What's in the box?" The first camper says, "I don't know." They both examine the box and tilt it enough for some water to run out of the corner of the box. The third camper puts his finger under the drip and to his mouth and says, "It tastes like grape," and then walks off.

A fourth camper, followed by a fifth, and so on, comes by just like the third, to taste the water. Each one gives a different flavor. After the last one, the second camper comes back and says, "Thanks for holding my puppies!"

(Can also have campers say that it looks like chicken soup and tastes like chicken soup- instead of grape and other flavors.)

Centipede

Cover members of the skit with a blanket or another large cover of some type so that all the audience can see is their legs. Have a trainer with a stick stand in front of the centipede. Have your trainer call the creature "Centa" and begin to show the audience the tricks that Centa can do (foot raises, count by stamping feet, turn circles, jump, etc.) After some tricks, ask for a volunteer to come to the stage for Centa's final performance (please note that this volunteer should be preselected-typically a teacher or staff is good-someone with a great sense of humor, but don't tell the person you chose them ahead of time). Have the unsuspecting volunteer come to the stage and lie down face up right in front of Centa. Explain to the audience that for the final trick, Centa will step over the person lying on the stage without touching the person. Emphasize that this is no easy task for Centa, because Centa does not like to step over objects and is terribly afraid of humans. Now command Centa to carefully step over the person on stage. The last skit member under the cover will be carrying a container of water and as this last individual under the cover steps over the person on the stage, they dump the water. After Centa

has stopped over the victim on the stage the trainer will apologize by saying that Centa is not house broken and Centa “peed.”

CHILD MOVER IDEAS

There will be many times during the week when you will need to move your group from one place to another. This can be most difficult if you have not planned how to line them up and how to move them. So...to keep you from tearing your hair out, as your group of children race in six different directions here are LOTS & LOTS of different ways you can line up your group.

- 🌀 By hair color (brown first, blond second, etc.)
- 🌀 Eye color
- 🌀 Birthdays
- 🌀 Bunks (bunk closest to the door, etc.)
- 🌀 Shoe size
- 🌀 Left handed or right handed
- 🌀 Number of kids in the family
- 🌀 Classes (all those studying animals today go first, etc.)
- 🌀 Alphabetical
- 🌀 Questions (Answer this question: “What is the capital of Oregon?” etc.)

BUT WAIT... DOES YOUR GROUP ALWAYS HAVE TO MOVE IN A STRAIGHT LINE?

Here are some other ways to move:

- 🌀 Move in an amoeba shape.
- 🌀 Be a train.
- 🌀 Play “follow the leader.”
- 🌀 Walk in slow motion.
- 🌀 Sing songs.
- 🌀 Hop on one foot.
- 🌀 Walk backwards.
- 🌀 Try to balance something while you walk.
- 🌀 Find seven wonders in nature.

SMALL GROUP GAMES

ALPHABET GAME Campers look for things beginning with an ‘A’. After ‘A’, move through the rest of the alphabet.

ANIMAL, VEGETABLE, OR MINERAL Someone thinks of a person, animal, food, etc., and declare it to be in one of these categories. The rest of the group asks twenty yes-or-no questions to guess it.

BACK TO BACK Two (or more) campers sit back to back with their knees bent, interlocking arms at the elbow. Now they push against each other while attempting to stand without unlocking arms.

BIZZ BUZZ Campers should be seated in a circle. Begin counting around the circle from 1 to 100. Tell them that whenever they come to the number 7 or a multiple of seven, to say ‘BUZZ’ instead of the number. For example, it would go: 1,2,3,4,5,6, buzz, 8,9,10,11,12,13,buzz, etc.

They have to stay in rhythm- if they pause too long or make a mistake, they're out. You can also play **FIZZ**. This is the same game except with **5** instead of **7**. This makes it easier on the campers.

BOOOP Divide campers into groups of 4-6 and give each group a balloon. Keep the group in a circle with their hands clasped. The object is to keep the balloon from hitting the floor. If it touches the floor, the campers lose the use of one body part. The winner is the group who still has the use of their feet.

CHAIN NAMES Pick a category such as cities, states, kinds of fruit, etc. One camper starts with a word from that category and the next person says a word that begins with the letter that was last in the previous word. For example, the first camper says 'Portland'. The next player has to think of a word that begins with 'D', and so on.

CHARADES Divide into two teams. Each team comes up with a list of subjects such as book title, movie, famous person, etc. Cut the subjects into strips and put them in a hat. Alternate campers from each team and have act out the subject they take from the hat. Keep score by how long it takes each team to guess. The team with the fastest total time wins.

CONCENTRATION Have the campers sit in a group. Get a rhythm going with hand clapping and finger snapping. The rhythm goes: CLAP, CLAP, SNAP, SNAP. The first camper goes: clap, clap, his/her name with the first snap and another camper's name with the second snap, clap, clap. Then the camper whose name was said picks it up and says his/her name and then another camper's, and so on. They must keep the beat going!

CROSSED OR UNCROSSED (No one knows the key to this game except the leader) the leader has a pair of scissors. He tells the group that when he passes the scissors, the recipient passes them back to the leader in the same fashion. The leader then passes the scissors to the camper, saying, 'I'm passing these to you crossed (or uncrossed).' The camper hands them back, but the leader tells them they're wrong! Keep going around until someone finally figures out that the leader isn't talking about the scissors, but whether his legs are crossed or uncrossed!

DUCKY WUCKY The group forms a circle. Choose one camper to be blindfolded in the center. The kids in the circle switch places with each other. When they are settled, the blindfolded camper sits in front of one of the other kids and says, 'Ducky Wucky'. The other camper says, 'Quack Quack', trying to disguise his/her voice. The blindfolded camper must guess who it is.

ELECTRICITY Divide the group in half. Have each team sit down in a line facing the other group. Each team member should hold hands with the person sitting next to them. The leader stands at the end of the row and squeezes the hand of the first person in each line. The object of the game is to see which team can pass the 'electricity' down the line first. It helps to put one object between two people last in line and tell them to grab it when their hands are squeezed.

FAIRY TALE GAMES Do a progressive story with a fairy tale theme.

FUNNY FACE Divide the campers into groups of 5-7. Without touching each other or closing their eyes, everyone makes funny faces in an effort to make the other laugh. Anyone who laughs is eliminated.

GUESS THE LEADER The campers stand in a circle facing inward. A 'guesser' is chosen and sent from the room. Now a leader is chosen and the others are told that they must follow everything the leader does. The guesser now returns to the room and goes to the center of the circle. The leader moves around, trying to avoid the guesser's line of vision. The others do everything the leader does, and the leader changes actions whenever he/she thinks the guesser isn't looking. When the guesser discovers who the leader is, the leader becomes the guesser.

HEADS UP-7 UP Seven people stand in the middle of a circle of campers. Everyone else sits head down and thumbs up. The seven people in the middle walk around and each one taps a different person on the thumb. Now the people who were tapped try to guess who picked them. If

they are correct, they go to the middle of the circle and the person who tapped them replaces them on the perimeter.

I SPY One camper leaves the room while the leader puts an object in plain sight but in an unusual spot. All the other campers see the leader place it there. The camper then returns to the room and tries to spot the object. The game can be varied by hiding the object out of sight and the campers guide the seeker to the object by saying 'hot' or 'cold' as the seeker gets closer or farther away. This game develops the power of observation and teaches the kids who know the secret control their desire to tell.

INDOOR SHUFFLEBOARD Make a shuffleboard shape on the floor with masking tape. Assign each square a point number. Use a stick or broom to slide an object from a starting point into the shuffleboard. Try to gain as many points as possible.

MINGLE One person is the caller. The rest of the group walks around saying 'mingle,' over and over. The caller shouts out a number that does not divide evenly into the number of people in the group. Groups of the number called form quickly. Anyone left over is out. The last person left is the winner.

MIRRORS Pair up the campers. One camper makes random movements and the partner attempts to mirror each one.

PASS THE BUCK Everyone stands in a circle. The 'buck' is any small object that can be tossed easily from player to player. Toss the buck to any player. That person must begin to tell a story (something made up on the spot) and then pass the buck to another player. The story can take any form. Players must not break the flow of the story no matter how fast the buck is passed.

PICTIONARY Pair up the campers. One at a time, give each pair a word and a one-minute time limit for one to draw a picture and the other to guess what it is.

POOR KITTY Kitty is 'it'. The other campers sit in a circle and the kitty goes to each one. Kitty can crawl, purr, meow or anything a cat can do. When the kitty stops in front of a camper, the camper must say, 'Poor kitty, poor kitty', without laughing. If the camper smiles or laughs, he or she is the new 'kitty'.

PROGRESSIVE STORY Make up a line or two and then have the person seated next add to it.

QUICK DRAW This game is a fun way to play art charades. Divide into teams and have each team move as far away from the other as possible. The leader stands between the two teams, holding two boxes (one for each team) containing about 20 words or phrases on little slips of paper. When the game begins, one member from each team runs to the center, takes a slip of paper out of the team's box, reads it and gives it back to the leader. The player then runs back to the team, picks up paper and pen and draws the word or phrase without using any letters. Only pictures are allowed. The camper who is drawing cannot speak until the word or phrase has been guessed correctly. Continue, changing artists, until each team has used all twenty slips of paper. It is wise to have a counselor as a referee for each team to resolve disputes.

SILLY SALLY This is a word game where only the leader knows the trick. The leader says, 'My Aunt Sally is really silly. There are some things she likes and some things she doesn't. You have to figure out what things she likes and why.' The leader starts the game by saying, 'My Aunt Sally likes food but she doesn't like to eat. She likes the moon but not the sun. She likes baseball but she doesn't like golf. She likes skiing but not the snow.' The trick is that she likes things spelled with a double letter. Continue until someone figures out the solution.

SIMON SAYS

STORY DOODLES The leader takes a piece of paper for each camper and draws a random doodle on it. Pass out the papers and have the campers make a picture of their choice from the doodle. Then the campers make up a story about the picture and share it with the rest of the group.

THIS IS A WHAT? This is a game for a large group. Before you start, gather lots of random objects. Sit the campers in a circle. Give a camper one of the objects, for example, a pencil. The camper then hands it to the next person and says, 'This is a pencil'. The next person says, 'A what?'. The first person repeats, 'A pencil.' The second person then passes the object to a third person, and so on until all the objects are gone. The faster the game gets, the more confused the kids get.

TIME BOMB Use an egg timer or music. Children pass a package around a circle and when the timer goes off, the bomb has exploded. The person holding the bomb is out.

TOE FENCING Here's a wild game! If it is set to music, it looks like a new kind of dance. All the players pair up, lock hands, and try to tap the top of their partner's feet with their own feet. Each player is trying to stomp (not too hard!) on the partner's foot while trying to avoid being stomped. When a player has been stomped three times, he or she is out of the game and the winning partner challenges another winner. The game continues until only one person is left. (best played in cabins in socked feet)

TRIANGLE TAG This game needs a minimum of four people. Three people hold hands and form a triangle, with the fourth person (the 'Chaser') outside. Designate one of the three kids of the triangle as the 'Target'. The Chaser tries to tag the Target while the triangle moves around as much as possible trying to protect the Target. The Target cannot be tagged on the hands or arms or from across the triangle.

TWENTY QUESTIONS One person in the group thinks of an object. Each person in turn asks twenty yes or no questions to guess the object. The person who guesses correctly chooses the next object.

WHO HAS IT? Have the group sit in a circle. Choose one person to leave the area and have the remaining group begin to pass an object around the circle. When the camper returns, he or she must identify the person with the object. Buttons work great for this.

WINK The leader secretly chooses one camper to be the 'Murderer'. Put the kids in a circle and tell them that someone will be murdered by a wink from the 'Murderer' and that they will try to catch it happening. After a random period of time, the Murderer winks at a camper and that camper falls to the ground, 'dead'. Any camper spotting the crime may point the finger of accusation. If wrong, the camper also 'dies', but if correct, another round begins.

MIND READING GAMES:

BLACK MAGIC While the 'mind reader' is out of the room, the group chooses an object. When the mind reader returns, the leader points to many different objects in turn. The mind reader identifies the chosen object every time. Repeat until someone figures out how it's done (there will be lots of guesses!). The trick: The leader points to the chosen object immediately after pointing to a black object. Think the name will give it away?

CAR While the mind reader is out of the room, the group picks an object. The mind reader returns and is shown three objects, one of which is the chosen one. The mind reader picks the correct item. Here's the trick: The leader calls the mind reader back into the room with a statement that begins with either C, A, or R. For example, 'come in', 'alright', OR 'ready'. If the word begins with C, the first object the leader points to is the chosen one. If the word begins with A, it's the second object, and so on.

RED, WHITE & BLUE This is like Black Magic, except more confusing and nearly impossible to figure out if you don't know the trick. This time, the leader points to the chosen object

immediately after a red object. The second time, it comes after a white object. The third time, it's blue.