

# **“What’s Appropriate and What’s Not at 4-H Camp”**

## **4-H Camp Counselor Leadership Development Activity**

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### **Objectives:**

As a result of completing this activity, participants will:

- Identify and discuss appropriate and non-appropriate behaviors, attitudes, and activities that might occur at 4-H Camp
- Commit to being a good role model as a member of the 4-H camp counseling staff
- Plan strategies for promoting appropriate behaviors, attitudes, and activities at 4-H camp, and for preventing those which are inappropriate

### **Time Required:**

45 minutes

### **Materials Needed:**

- Red and green colored index cards or card stock paper – 1 sheet of each color for each participant
- Pens or pencils for participants to write with
- Easel paper or dry erase board with markers, or chalkboard & chalk for recording participant responses (optional)
- Cox, K. (2008). *Tips for 4-H Camp Counselors: What’s Appropriate and What’s Not*. Columbus: OSU Extension. Available on-line at - 1 handout for each participant.

### **Directions / Facilitation Methods / Content:**

#### Introductory Activity (10 to 12 minutes)

*Direct participants to find and introduce themselves to a different partner that they don’t already know well, to discuss each of the following introductory questions. (Have participants switch and introduce themselves to a different partner between questions so that they discuss each question with a different partner.)*

Questions:

- *Why do you want to be a 4-H camp counselor this year?*
- *Please tell your next partner about your first 4-H camp. What are some of the things you remember most about it? What were some of the things that surprised you?*
- *What are some of the funniest things you have ever experienced or observed at 4-H camp?*
- *What are some things that have happened at 4-H camp that you hoped the folks back home wouldn’t find out about?*
- *If someone asked you to list the things that are appropriate for 4-H camp, and also some things that are not appropriate there, what would be on your list?*
- *Tell your next partner about your 4-H Camp Director. What do they really like to see at 4-H Camp? What are some of the things that seem to “drive them up the wall” or what are their ‘pet peeves’ that seem to bother them most?*
- *If you were responsible for teaching/facilitating this “What’s Appropriate and What’s Not Appropriate at 4-H Camp” session, what are some topics or tips that you would be sure to include in the workshop?*

#### Individual Brainstorming (5 minutes)

*Distribute 1 green card and one red card and something to write with to each participant. Ask them to think of as many items as they can related to what is appropriate for 4-H camp, and what is not. Then write the things they think are appropriate for 4-H camp on the green card, and things that may be inappropriate for camp on their red card. Tell them that it is okay to discuss their ideas with others sitting close by, but they should write something different from the people sitting beside them. (Allow 3 to 5 minutes for participants to converse and write their ideas on the cards).*

### Group Brainstorming (10 minutes)

- Optional – If you wish to compile a visible record of participant responses, invite a couple of participants to record responses on easel paper, a dry erase board, or chalkboard as they are suggested by those who are responding.
- Ask everyone to review what they have identified on their green cards as being appropriate for 4-H camp, and to pick out one item to share with the group.
- Ask for a volunteer to go first and share one idea from their green “appropriate” card out loud with the group. Then ask the next person to share a different item, then the third person, etc. Keep going around the group with each person sharing one idea for something appropriate during each turn, until all ideas that people want to share have been listed.
- Next ask participants to review what they listed as non-appropriate for 4-H camp on their red cards. Ask for a volunteer to go first, and repeat the round-robin process used earlier in getting participants to share their ideas for things that are inappropriate at 4-H camp. (If any of the participants identify any songs that are not appropriate for camp, that might be a good time to take a break from the idea-sharing and ask each participant to write the titles of inappropriate songs that they think should not be on the playlist for 4-H camp dances, and have a brief discussion about how they as counselors think the situation should be handled if someone does play one of the songs on their list at camp).
- After all ideas from the cards have been shared, ask if there are any other ideas for either appropriate or inappropriate things that anyone wishes to bring up.

### Tips for 4-H Camp Counselors: What’s Appropriate and What’s Not (5-10 minutes)

- Distribute a copy of the *Tips for 4-H Camp Counselors: What’s Appropriate and What’s Not* handout to each participant, and ask them to scan through it as you highlight some of the most important points in the document.
- Then review the items in each of the six sections of the hand-out, recognizing that participants may have already identified many of the items, and placing more emphasis on items that have not already been adequately discussed.
- Include in the discussion of the handout items some real-life examples and situations that have occurred at your camp, and why they were appropriate or not appropriate.

### **Reflection/Processing Items (5 Minutes)**

(Important! Be sure to do this part of the activity to make sure the objectives were achieved and so that participants understand what they gained or accomplished as a result of the experience.)

Ask participants to discuss their answers to the following questions with a partner, and if time permits, invite partner groups to share ideas with the whole group.

1. *Of all the things that we have talked about as being appropriate and not appropriate for 4-H camp, which are the ones that you had not given much thought to before? What are some of the ones you think might be most likely to occur at our camp this year?*
2. *Was there anything discussed that you disagreed with? For example, was anything listed as inappropriate that you think ought to be okay at 4-H camp...or vice versa?*
3. *What are some things that you will remember to do or not do in order to be a good role model as a member of the 4-H camp counseling staff?*
4. *What are some strategies you and the other counselors need to plan to promote appropriate behavior, attitudes, and activities at 4-H camp this year, and how will you help make sure inappropriate things don’t happen?*