



a seriousfun camp

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Kids For Camp Facilitator Guide

Howdy! Thank you for taking the first step in guiding youth along a pathway of philanthropy to benefit The Hole in the Wall Gang Camp - dedicated to providing “a different kind of healing” to seriously ill children and their families, free of charge. You have an exciting adventure ahead as a guide and mentor to an amazing young person or group of youth committed to making a difference for individuals and communities. Your role as a facilitator is to provide encouragement and support as this youth-led philanthropic opportunity takes shape and flows from investigation to implementation to reflection.

Throughout the process, your involvement will help maximize the experience for youth as they demonstrate their character in caring for others. They will build confidence as they become more competent in their skills and abilities, take the lead and make connections to resources and people that will contribute to success. These steps and personal characteristics will result in a contribution that will make a positive difference. This curriculum is based on Richard Lerner’s (2005) 5Cs framework, which suggests that when confidence, competence, connection, character, and caring are present, a sixth C – contribution – emerges. The 5Cs are vital for youth developing into fully functioning and engaged adults. So, what are the 5Cs?

- Competence (social, academic, cognitive, and vocational capacities),
- Confidence (internal sense of positive self-worth and efficacy),
- Connection (positive bonds with people and institutions),
- Character (respect for societal and cultural guidelines, sense of right and wrong, integrity), and
- Caring (sense of sympathy and empathy for others).

The Youth Guide is designed to outline for youth the steps to take in leading and completing a successful philanthropy project. Answers to the questions posed below will assist you in providing tips, tools and techniques to help youth create a quality philanthropic experience to benefit The Hole in the Wall Gang Camp.

What is my Role?

You are a guide and mentor to support youth in determining a project, analyzing their strengths, identifying their resources, planning the project, leading their team in implementing the plan, evaluating the outcomes and celebrating success. The most important thing to remember is that the project be youth-led and adult-supported.

What does “adult-supported” mean?

- clearly expressing the purpose of the activity,
- being ethical as well as respecting rules and procedures,
- communicating well and continuously,
- modeling qualities they ask of their team,
- seeing the “big” picture for the team.

What is Service-Learning?

Many of us have participated in volunteering or community service activities such as a food or clothing drive, marathon or fundraiser. While there is great merit in these activities that address a community need, the experience can be strengthened for the participants and recipients by including a philanthropic or service-learning component. Volunteering or community service in which learning and service are intentionally emphasized distinguishes service from service-learning. Youth engaged in service-learning provide direct service to the community and also learn about the context in which the service is provided. Through this process, they strengthen the connection between the service and their own learning and development objectives while also exploring their roles as citizens. Youth philanthropy and service-learning go hand-in-hand as young people learn about themselves and develop social and emotional skills necessary for life, all while working toward a cause in which they believe.

What is Youth Philanthropy?

Philanthropy is an often misunderstood term, with many defining it only as the wealthy giving money to the poor (Agard, 2002). This definition is fundamentally incorrect because everyone has the ability to engage in philanthropy, even (and especially) youth. Youth philanthropy, broadly defined, is the act of youth giving their time, talents, and resources to benefit others (Rosen & Sedonaen, 2001).

How Can I Enhance This Experience for Youth?

Keep these concepts in mind as you guide and mentor youth.

Understand Your Role

Exhibit a supporting attitude with youth. Help as needed but do not do the work for them. Work with youth to break down barriers and encourage their efforts at problem solving. Youth may express fear or hesitation and it is a challenge to know when to act and when to stand back and let them explore and even struggle a bit. Know their maturity level so that the learning experiences are appropriate to their abilities.

Empower Youth Voice

Empower youth to have a strong voice in planning, implementing, and evaluating their projects with appropriate guidance from adults. This youth voice ensures the projects will be meaningful and relevant while teaching leadership, planning, decision-making, and civic engagement skills.

Involve Parents and Guardians

Parent/caregiver support is paramount to a successful project. Newsletters or written notes or texts and occasional phone conversations will go a long way toward gaining support. Parents are most responsive when you let them know what you need from them and expect of them.

Support Meaningful Projects

Promote purposeful, connected, relevant and useful projects that engage participants in activities that are age and ability appropriate, personally relevant and interesting. Outcomes of the project should be visible, attainable, and valuable to both the youth and to The Hole in the Wall Gang Camp.

Promote Partnerships

Encourage partnerships with youth, educators, families, community members, community-based organizations and/or businesses that are collaborative and mutually beneficial, while supporting Camp. Partners should see each other as resources and collaborate to establish a shared vision, set goals and implement plans.

Communicate with Youth

Listen and talk, ask open-ended questions that promote reflective thinking, and work with the youth to find answers. Foster teamwork over individual achievement with an expectation of everyone contributing and participating in the success of the project.

Play it Safe

Even with older youth, safety should be a concern. When out on a fact-finding expedition or preparing for the big event, youth should always travel in groups or pairs. For your protection, when meeting with a young person, another adult or youth should always be present. If possible, hold your meetings in public spots, such as the library, a community center, a church, or school.

Resolve Conflict

If you are working with a group, over time, some conflict will arise. This “storming” is a normal part of group dynamics and the decision-making process. Expect it!! It will be your job to help guide the group in resolving conflicts as they arise. Address them early on rather than letting them become something that jeopardizes the success of the project. If you are working with an individual who has a conflict with a partner in the project, help them identify potential solutions and reflect on how their strategies worked.

Pay Attention to “Nuts and Bolts”

When youth are tired, hungry or worried about missing their transportation, they won't do their best work. Providing a snack, scheduling meetings around testing, and ending in time for youth to work out transportation are examples of small acts that will ward off big problems with attendance and commitment.

Debrief the Experience

Debriefing is when the deep learning can take hold. Debriefing allows youth to share positive experiences and also allows support for one another through difficult times. Ask simple but relevant questions to help youth see things

they might overlook, but limit your participation to active listening and/or facilitation of the group discussion. Ask open-ended questions and avoid giving advice.

Facilitate Reflection

Offer multiple challenging and engaging reflection activities that prompt deep thinking and analysis about one's self and relationships to society and to Camp. Reflection activities can involve a variety of verbal, written, artistic, and nonverbal exercises during and after projects.

Monitor Progress

Assess the quality of implementation and progress toward meeting personal and group goals at regular intervals. Use multiple sources of evidence to measure effectiveness and use them for project improvement and to assure sustainability.

How is the Youth Guide Organized?

While the Youth Guide is creative and interactive, it is intentionally designed to support Lerner's 5Cs (2005) and lead a project from conception to celebration. The parts include:

- **Investigation:** Youth will begin by understanding the meaning and purpose of a project. They will develop a deeper understanding of The Hole in the Wall Gang Camp by learning more about the many different facets of the organization (e.g., who is served, types of programs, etc.). The curriculum helps youth identify personal passions and assets. Community resources and assets will then be identified to establish prospective capital that can be leveraged during the project. Finally, the participant(s) selects an action strategy and prepare for the implementation of the project.
- **Action:** Youth begin the action phase by gathering a project planning team to implement the event. Similar to an emergent business, youth identify the mission, values, and activities needed to carry out the project. Youth then identify specific tasks to be completed and assigns task teams. An example task could be building community partnerships where the participant(s) identify individuals and entities that could benefit their efforts, seek to educate individuals about The Hole in the Wall Gang Camp, and use available resources to achieve project goals. Another task could entail gathering the necessary resources to successfully carry out the project through seeking donations or bartering/partnering for goods, organizing logistics and recruiting volunteers.
- **Reflection:** After the completion of the project, youth are guided through a reflection process to evaluate event outcomes, develop the story of their project, and consider plans to sustain their efforts. This is achieved through a variety of means; for example, the participant(s) can blog throughout the project, audio record their thoughts/feelings, or write in the project workbook.

Where Do I Start?

Set aside some time to review the curriculum activities, explore potential projects with youth, and establish your role as a guide and mentor. Remember:

- all ideas are useful (defer evaluation of ideas until end of process)
- build on ideas
- after listing ideas, check for understanding and eliminate duplications by combining them and improving them to form better ideas.

Above all, have fun, enjoy the journey and savor the experience as you watch the youth grow, serve and learn.

References and Resources

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