



a seriousfun camp

Content for this curriculum was researched and developed by the Sequor Youth Development Initiative.

Kids For Camp Curriculum

Howdy pardner! Thank you for saddlin' up to help The Hole in the Wall Gang Camp provide "a different kind of healing" to seriously ill children and their families, free of charge! Here you can fill your wagon with tools to conduct a successful fundraiser, while also gaining skills that will be beneficial today and for years to come. As you complete the activities below, ponder on why you care about The Hole in the Wall Gang Camp and how you can connect with others by talking to people and discovering new resources.

Kids for Camp will help you gain skills in: competence, connection, caring, confidence, and character by contributing to something positive: The Hole in the Wall Gang Camp! We call these the 5Cs.

- Competence (feeling good about doing stuff),
- Confidence (feeling good about yourself),
- Connection (communicating with others),
- Character (respect and values), and
- Caring (thinking about others).

You'll see these words throughout the workbook.

Each of the activities in this workbook will ask a series of questions that will help you on your journey and help you to understand how your actions help build the 5Cs. Building your 5Cs can help you in school and afterschool, and can help you with college and getting a job.

OUTLAWS WANTED

Dynamic Individual or Group to make a Difference for The Hole in the Wall Gang Camp

Name Here

Step 1: Outlaws Wanted Targeted Cs: Competence, Connection, Caring

The Hole in the Wall Gang Camp is important because _____

What do I/we currently know about The Hole in the Wall Gang Camp? _____

Where can I find out more clues about The Hole in the Wall Gang Camp? _____

What do I want to do to help The Hole in the Wall Gang Camp? _____

What about Camp motivates you? _____

Why are you selecting this project? _____

Why is this cause important? _____

What do you already know about this cause? _____

What do you need to know about the cause? _____

Step 2: Wranglin' Gold

Targeted Cs: Competence, Confidence

Now that you've saddled up your horse, it's time to take a look at your map - think about what you do well - the areas where you're most competent (feeling good at doing something) and skilled. Are you confident (sure) doing things like talking with people, organizing an event, or teaching others? Or are you more of a behind the scenes person? Think about how you can use these strengths to benefit your project.



What are your favorite activities? _____

What are you good at? (*talking to people, organizing, entertaining*) _____

What do you know a lot about? (*I can teach others how to...*) _____

What are your greatest strengths? _____

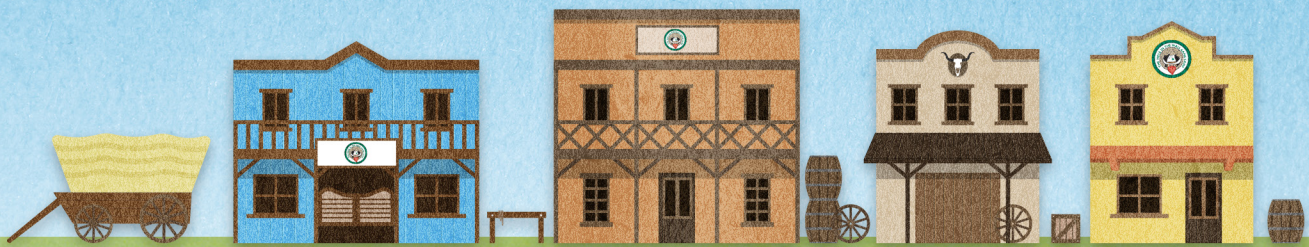


You've Struck Gold!

Step 3: Blazin' Trails

Targeted Cs: Competence, Connection, Character

Next up is wrangling folks who may be able to help you. Think about who in your community cares about similar things as you and also wants to give back. Take a look-see at how you can connect with these people (phone calls, emails, personal visits) and get them involved.



Who are people, associations, clubs or groups that could help you?

Where are places your event could take place?

Who in your community has similar interests/passions?

Who in your community supports The Hole in the Wall Gang Camp?

Which local businesses, organizations or agencies could provide resources?

Step 4: Lasso the Plan

Targeted Cs: Competence, Confidence, Connection

Yee Haw! You've circled the wagons and your project is well on its way! Now it's time to quickly review what you've learned and make a plan to move forward. Think about all the new things you have learned and the competence you've gained that has linked you with The Hole in the Wall Gang Camp. Now that you feel more comfortable and confident in your chosen direction, consider the new connections that you have made in your community. With all this in mind, now it's decision time...

What new information have you learned about Camp? _____

What new information have you learned about yourself? _____

What new information have you learned about your community? _____

Do you want to raise awareness or educate others? _____

Do you want to provide a service to others? _____

Do you want to hold an event? _____

Step 5: Roundin' Up the Posse

Targeted Cs: Confidence, Connection

Teamwork makes the dream work. Having others on your team and sharing the work can often make you more confident and comfortable in your abilities. Now it's time to wrangle your team, connect with them and their abilities.



Which family/friends/classmates/teammates can help you on this project? _____

What is the mission of your team? _____

What are the ground rules for your team? _____

What are the skills/talents/passions of your team members? _____

Which team members have associations with local businesses/clubs? _____

Step 6: Head'em Up...Move'em Out

Targeted Cs: Competence, Confidence, Connection

You already looked at your own strengths - now think about the areas where your team members are most comfortable and competent. Find out what activities they feel confident doing and form teams to take the lead on pieces of your project. Some areas you might consider are

- Resources (expenses and funding for your project or event)
- Marketing (getting people to participate in your project or event)
- Volunteers (getting others to help you with your project or event)
- Event planning (logistics or steps of carrying out your project or event)
- WHO will participate in your project or event? Who is your audience?
- WHAT will they do?
- WHEN will your project or event happen?
- WHERE will your project or event happen?
- WHY should others care about your project or event? Why is this project or event important to you? Why will this help The Hole in the Wall Gang Camp?
- HOW will your project go? What are the steps you need to take before the project or event, during the project or event, and after the project or event?

Smoke Signals (get people to get involved in your project or event)

Before the event

- Write a slogan and/or create a hash tag for your project
- This will help your message stay consistent
- Write down the most important things about your event
- What must people know about your event?
- Design flyers, posters, and/or banners
- Where can you post these so the most people will see them?
- Always ask permission before posting anything
- Use media to spread the word
- Always ask parent permission first for social media
- Use the slogan and hash tag
- Talk with local newspapers, radio and television stations
- Marketing tips
- Create simple messages
- Use easily readable fonts
- Use pictures effectively
- Write down people/groups who would be interested in your event
- Include why coming to your event is fun and good

During the event

- Have information available throughout the event
- Take many pictures and videos of the event (get permission first)
- Get quotes from event participants
- Have announcements when/where needed
- Tell event participants where they can see pictures/videos
- Post on social media (using your slogan/hash tag)

After the event

- Organize and post pictures/videos
- Design a thank you letter for donors and volunteers
- Brainstorm ways to tell the story of your event

[illegible]

Enlistin' Deputies (other folks to help you carry out your project or event)

Decide what you need help with

- Work with the planning team on what needs to be done before, during, and after the event
- Are there any special skills or talents needed?

Determine how many volunteers you will need

- How many volunteers do you need before the event?
- Help with marketing or design?
- How many volunteers do you need during the event?
- Will you need help throughout the day?
- How many volunteers do you need after the event?
- Help with clean up?
- Who is responsible for organizing, connecting with and thanking the volunteers?

Brainstorm where you can find volunteers

- Churches
- Local service organizations (Boy Scouts or Girl Scouts)
- Community helpers (police, fire)
- After school programs
- Classroom or School

Step 7: The Reward

Targeted Cs: Competence, Confidence, Connection, Character, Caring

Yippee ki yay! If you're starting this section that means you have successfully completed your project. Just take a second and feel good about that. Consider where you started during this process, the hard work you've put in, the confidence you've gained, the great connections you've made, the caring you've showed for people on your team and the people your project has benefitted. Now it's time to tell the story of your project and show others what you've done. Some people might think that once their project is over, they are done. Not us! Sharing the good news of what you did will help you gain even more support and help for The Hole in the Wall Gang Camp while showing others your great work. You might even inspire other folks to do a similar project in the future.

Be creative when you tell your story

- Photo journal or collage (share your photos with The Hole in the Wall Gang Camp or print out your pictures and create a collage; then explain your pictures in writing)
- Song (music is a powerful tool so tell your story through song and/or dance)
- Poem/Free Writing (express your story in rhyme and reason or free writing)
- Personal journal (keep a notebook handy during and after the project to record your feelings)
- Video (make a documentary-style video or act out your story)
- Newspaper article (write an article that could appear in your school, local, and/or community newspaper)

Use the following questions to help form your story

- What did this project mean to you?
- What did this project mean to others (get quotes/images/videos)?
- What was your favorite part and why?
- What did you learn through this project?
- What did you learn about yourself?
- How many people did you reach/serve/have participate?
- Who did your event help and how did it help them?

A decorative vertical line made of a thick, twisted rope. The rope is light brown with darker brown highlights to show its texture. It features three loops: a small one at the top, a larger one in the middle, and another small one at the bottom. The rope runs vertically between these loops.

[illegible]

5-point Likert evaluation (adapted from references below)

(1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree)

Confidence

- | | | | | | |
|---|---|---|---|---|---|
| • This project makes me proud of myself. | 1 | 2 | 3 | 4 | 5 |
| • This project helped give me purpose. | 1 | 2 | 3 | 4 | 5 |
| • This project made me happy with myself. | 1 | 2 | 3 | 4 | 5 |

Competence

- | | | | | | |
|---|---|---|---|---|---|
| • This project taught me new things. | 1 | 2 | 3 | 4 | 5 |
| • I have made new friends through this project. | 1 | 2 | 3 | 4 | 5 |
| • I have learned new skills through this project. | 1 | 2 | 3 | 4 | 5 |

Caring

- | | | | | | |
|---|---|---|---|---|---|
| • This project made me care more about other people. | 1 | 2 | 3 | 4 | 5 |
| • This project helped me understand what others go through. | 1 | 2 | 3 | 4 | 5 |
| • I have enjoyed helping out someone who might not have been able to help himself or herself. | 1 | 2 | 3 | 4 | 5 |

Connection

- | | | | | | |
|---|---|---|---|---|---|
| • This project helped me make my community a better place. | 1 | 2 | 3 | 4 | 5 |
| • I was able to grow closer to my friends through this project. | 1 | 2 | 3 | 4 | 5 |
| • I was able to meet new people in my community through this project. | 1 | 2 | 3 | 4 | 5 |

Character

- | | | | | | |
|--|---|---|---|---|---|
| • This project helped me learn about or meet people who are different than I am. | 1 | 2 | 3 | 4 | 5 |
| • I was able to help people through this project. | 1 | 2 | 3 | 4 | 5 |
| • This project helped me do what I feel is right. | 1 | 2 | 3 | 4 | 5 |



Scale References:

Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S. Naudeau, S., Jellicic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

Phelps, E., Zimmerman, S., Warren, A. A., Jellicic, H., von Eye, A. & Lerner, R. M. (2009). The structure and developmental course of positive youth development (PYD) in early adolescence: Implications for theory and practice. *Journal of Applied Developmental Psychology*, 30(5), 571-584.

Bowers, E. P., Li, Y., Kiely, M. K., Brittian, A., Lerner, J. V., & Lerner, R. M. (2010). The Five Cs model of positive youth development: A longitudinal analysis of confirmatory factor structure and measurement invariance. *Journal of Youth and Adolescence*, 39, 720-735.

Step 9: Prognosticatin'

Targeted Cs: Confidence, Connection

Don't stop here! One of the best ways to have an impact is to build on your efforts and run this project, or another, again. Think about new people you can connect with and get involved. Present your story to new community partners. Teach others how they can do the same. Keep track of all of your meeting notes, timelines, resources, volunteer contacts and event planning. Some people might use a binder or folder to keep track of the papers, or you could save documents to a computer file. The important thing is to keep track for the future so that it makes it easy for you or someone else to do your project (or something similar) again.

How could you (or someone else) do the project again? _____

When could it be done again? _____

Who else could be involved? _____

Who could benefit from seeing your success? _____

How could you teach others how to do a similar project? _____

How can you make it bigger and better? _____

What additional goals could you accomplish? _____
