



a seriousfun camp

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

## 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 group of youth who are committed to making a difference for individuals and communities. Your role as a facilitator is to provide encouragement and support as this youth-led service-learning opportunity takes shape and flows from investigation to execution 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 upon 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 to youth developing into fully functioning adults and include:

- 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 service-learning project. Answers to the questions posed below will assist you in providing tips, tool and techniques to help youth create a quality service-learning experience.

## What is my Role?

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

Common traits of effective service learning facilitators include:

- 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 fund raiser. 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 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.

## What is Youth Philanthropy?

Philanthropy is an often misunderstood term, with many defining it as the wealthy giving money to the poor (Agard, 2002). This definition is fundamentally incorrect as anyone 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 your 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 service-learning experiences with appropriate guidance from adults. This youth voice ensures the experiences will be meaningful and relevant while

teaching leadership, planning, decision-making and civic engagement skills.

### **Support Meaningful Projects**

Promote purposeful, connected, relevant and useful service learning that engages participants in activities that are age and ability appropriate, personally relevant and interesting. Outcomes of the service should be visible, attainable, and valuable to both the youth and those being served.

### **Promote Partnerships**

Encourage partnerships with youth, educators, families, community members, community-based organizations and/or businesses that are collaborative, mutually beneficial, and address community priorities. 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**

Safety should be a top concern. When out on a fact-finding expedition or canvassing their own neighborhoods youth should always travel in groups or pairs. For your protection, when meeting with a youth, another adult 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**

As the group works together, 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 fester into something that jeopardizes the success of the project.

### **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/or ending in time for youth to work out transportation are examples of small acts that will ward off big problems.

### **Debrief the Experience**

Team building and debriefing are the two elements most critical to a project's success. Debriefing allows youth, buoyed by success, to share positive activities and also allows the team to support one another through difficult times. 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 one's relationship to society and to complex community challenges. Reflection activities can involve a variety of verbal, written, artistic and nonverbal exercises during and after service experiences.

### **Monitor Progress**

Assess the quality of implementation and progress toward meeting specified learning, service and growth goals at regular intervals. Utilize 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:

- **Prepare:** Youth will begin by understanding the meaning and purpose of a service-learning project. The youth then develop an intimate understanding of The Hole in the Wall Gang Camp by researching the many different facets of their programming (e.g., illness types, outreach programs, etc.). To aid in this process, the curriculum helps participant(s) identify personal passions and assets. Community resources and assets will then be mapped to establish prospective capital that can be leveraged during the project. Finally, the participant(s) selects an action strategy and prepare for the execution of the project.
- **Act:** Youth begin the action phase by gathering a project planning team to execute the event. Similar to an emergent business, the participant(s) identify the team mission, values, and rules for governance. The team then identifies specific tasks to be completed and assign 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 their specific cause, and utilize available resources to achieve project goals. Another prospective task could entail gathering the necessary resources to successfully carry out the event through seeking donations or bartering/partnering for goods, organizing project logistics, and recruiting volunteers.
- **Reflect:** After the completion of the project, the participant(s) is 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 service-learning project workbook. Guide participants through the below Linkert Scale to assess their project:

5-point Likert evaluation

1. Confidence
  - This project makes me proud of myself.
  - This project has made me happy with myself.
2. Competence
  - I have made new friends through this project.
  - I have learned new things through this project.
3. Caring
  - This project has made me care more about other people.
  - This project has helped me understand what others go through.
4. Connection
  - I was able to get to know my friends better through this project.
  - I was able to meet new people through this project.
5. Character
  - This project helped me learn about or meet people who are different than I am.
  - This project has helped me do what I feel is right.

## Where Do I Start?

Set aside some time to review the curriculum activities, explore project potential with the youth and establish your role as a guide and mentor. After providing an overview of the project, encourage the youth to brainstorm ideas and approaches. Remember:

- all ideas are useful (defer evaluation of ideas until end of process)

- build on other people's 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.

Before beginning work on a service learning project, it may be helpful to assess where you anticipate the youth's ability to participate on the ladder of youth participation (shown below) as it relates to the project you are considering. Do you see her/him as a conduit for communicating the adult message or as initiating and directing the project? To do this take into consideration his/her level of maturation in physical, social, emotional, cognitive and communication areas of development.

### **Ladder of Youth Participation**

Maximum Youth Involvement/Youth As Partners

- Actions are initiated and directed by youth
- Youth initiate, but share decisions with Adults
- Youth and Adults initiate and direct actions
- Adults initiate, but share decisions with Youth
- Youth are consulted and informed
- Youth are informed and assigned tasks
- Youth are tokens; may be asked for ideas
- Youth are used as decorations for the program
- Youth are used to communicate adults' messages

Minimum Youth Involvement/Youth As Objects

Childhood Development

As you consider the areas of development (e.g., physical, social, emotional, cognitive, communication), the list below (Berk, 2006) might provide some guidance on the youth's current position within the continuum.

5-6 Years Old

- Replaces magical beliefs with plausible explanations
- Knowledge expands and becomes better organized
- Vocabulary expands to 10,000 words
- Relies more on language to express empathy
- Ability to interpret, predict, and influence others' emotional reactions
- Becomes better at social problem solving
- Has acquired many morally relevant rules and behaviors

6-8 Years Old

- Thinks in more organized, logical fashion
- Displays more effective spatial reasoning
- Attention becomes more selective and adaptable
- Knowledge continues to increase and become better organized
- More aware of cognitive strategies
- Increasingly conforms to emotional display rules and becomes consciously aware of those rules
- Empathy continues to increase as emotional understanding improves
- Makes social comparisons between multiple individuals
- Interacts more pro-socially with peers

#### 9-11 Years Old

- Logical thought remains tied to concrete situations until the end of middle childhood
- Understands interactions among factors that influence performance
- Self-esteem tends to rise
- Distinguishes ability, effort, and external factors in attributions for success and failure
- Can “step into another’s shoes” and view the self from that partner’s perspective
- Appreciates the linkage between moral imperatives, social conventions, and matters of personal choice
- Becomes more aware of gender stereotypes, but has a flexible appreciation of what males and females can do

#### 11-14 Years Old

- Becomes capable of formal operational reasoning
- Becomes more self-conscious and self-focused
- Moodiness and parent-adolescent conflict tend to increase
- Self-esteem continues to rise
- Gender-role conformity increases and then declines
- Spends more time with peers
- Engages in increasingly cooperative peer interactions
- Conformity to peer pressure increases

## References and Resources

Agard, K. A. (2002). Learning to give: Teaching philanthropy K–12. *New Directions for Philanthropic Fundraising*, 2002(36), 37-54.

Billig, S. H., & Weah, W. (2008). K-12 Service-Learning Standards for Quality Practice. In J. C. Kielsmeier, M. Neal, N. Schultz, & T. J. Leeper (Eds.). *Growing to Greatness 2008: The State of Service-Learning Project* (pp. 8-15). St. Paul, MN: National Youth Leadership Council. Download from [www.nylc.org/standards](http://www.nylc.org/standards)

Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., ... & Smith, L. M. (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. *The Journal of Early Adolescence*, 25(1), 17-71.

Points of Light Foundation (2008). Youth Voice in Service-Learning. Scotts Valley, CA: National Service-Learning Clearinghouse. Download from [www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/youth\\_voice/index.php](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/youth_voice/index.php)

RMC Research Corporation (2007). Reflection in K-12 Service-Learning. Scotts Valley, CA: National Service-Learning Clearinghouse. Download from [www.servicelearning.org/instant\\_info/fact\\_sheets/k-12\\_facts/reflection/index.php](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/reflection/index.php)

RMC Research Corporation (2007). Research in Support of Youth Voice and Service-Learning. Scotts Valley, CA: National Service-Learning Clearinghouse. Download from [www.servicelearning.org/instant\\_info/fact\\_sheets/k12\\_facts/support\\_youth-voice/index.php](http://www.servicelearning.org/instant_info/fact_sheets/k12_facts/support_youth-voice/index.php)

Roehlkepartain, E. C. *Service-Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2009. [www.servicelearning.org/filemanager/download/cbo\\_toolkit](http://www.servicelearning.org/filemanager/download/cbo_toolkit)

Roehlkepartain, E. C., & Bailis, L. (2007). *Developing Partnerships for Service-Learning: Starting Points for Community-Based Organizations*. Scotts Valley, CA: National Service-Learning Clearinghouse. Download from [www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/developing\\_partnerships/](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/developing_partnerships/)

Rosen, M., & Sedonaen, M. (2001). *Changing the Face of Giving: An Assessment of Youth Philanthropy*.