

Introduction

The 4-H program, through non-formal, research-based, experiential educational activities, helps participants gain knowledge and life skills that enable them to become positive, productive, capable and compassionate members of their communities. The Louisiana State University AgCenter Cooperative Extension Service conducts the 4-H program through parish Extension offices throughout Louisiana. As a co-curricular organization with the Department of Education, 4-H agents and volunteers reach youth between the ages of 9-19 with educational programs focused on developing life skills.

The LSU AgCenter 4-H program takes seriously its responsibility of providing a safe, positive environment for youth. Teen leaders play a critical role in supporting educational experiences that develop life skills and character traits. They serve as positive role models and provided invaluable assistance to youth and adults in planning, implementing and evaluation educational experience.

This training is designed to prepare teens for what some view as intimidating as putting together a 2500 piece JIGSAW puzzle. Don't fret – when participant complete this session they will feel like they just won BLACKOUT in a BINGO tournament. This session will help develop teamwork skills so teens can avoid any FAMILY FEUDS and don't have to go it SOLITAIRE. Serving as a counselor is like working with the panel of HOLLYWOOD SQUARES so participants will also pursue some TRIVIA enabling them to better interact with the campers, peers and adults. Developing your communication skills in this session will help BRIDGE generation gaps and avoid any DOMINIO affects. By completing this session, chances of being a camp counselor will not be in JEOPARDY and participants can CHECKer it off on their camp counselor application form. Participants will win as they spend the WHEEL to good FORTUNE.

The camp counselor role is a very important role in the 4-H program. Once prepared to serve in this important leadership role, many opportunities ranging from 4-H camp counselor, day counselor, field trip counselor to presenting educational workshops will be available to you. Through this training you will learn and develop individually and in turn help to teach and guide others.

A good teen leader or counselor is an asset of the 4-H Youth Development program. An untrained or unprepared teen leader or counselor can be more of a barrier than an asset. This program is designed to help with the leadership development of teens to serve in the role of camp counselors.

The camp counselor training involves an application, training and signed code of conduct job description.

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Charades

Roles, Responsibilities, Expectations



Counselors are under the supervision of all Extension personnel and other adults helping with the events. Each counselor will be expected to participate fully in all programs and uphold exemplary standards of behavior. As a camp counselor, I understand my responsibilities and what is expected of me as a counselor. I also know I am to serve in a leadership role to the younger youth attending camp. My responsibilities include:

- Help campers get to know each other.
- Help campers feel a sense of belonging to the group.
- Making time to listen to campers' problems and concerns. (This includes home sickness, relationship problems, etc.).
- Attending all classes with my group or assigned teaching task and encourage camper to be attentive to the instructor.
- Setting a good leadership example for the campers, and understanding that serving as a counselor will take all of the available time at camp.
- Encouraging all campers to participate in **all** camping activities.
- Assisting the 4-H faculty, volunteer leaders and camp staff with other tasks as required.
- Checking role of my group at the morning and afternoon assemblies and during meal line-up.
- Sitting with my group during assemblies.
- Understanding that I will assist the Agents in promoting good discipline, but that the Agents will serve as the disciplinarian. I will report all problems to the Agents in charge.
- Understanding that no horseplay or initiations are allowed.

The following are grounds for sending camp participants (campers and counselors) home at their parents' expense and may be grounds for suspension in and out of parish events for up to 12 months.

- Disrespect for the authority of LSU AgCenter faculty, volunteer leaders and summer camp staff. (such as failing to follow specific rules or instructions for the event or using abusive language).
- Misuse or abuse of public or personal property. (Individuals responsible will also be required to pay for damages).
- Breaking curfew or disturbing the peace (for example, being late for cabin checks, sneaking out of cabins, or disturbing others after lights out).
- Smoking, gambling, profanity and possession or use of illegal drugs or alcoholic beverages is prohibited.
- Unauthorized possession of firearms or possession of weapons is strictly prohibited.
- Participating in horseplay or initiation activities.
- Subject matter discussed with or around campers should be appropriate and not offensive.
- Unauthorized absence from the premises of the event.
- Hitting or physical abuse.
- Unauthorized use of cell phones.

Work Ethics

Trustworthiness

- Arrive on time.
- Provide honest feedback on progress and problems.
- Work with little supervision, yet seek guidance as needed.
- Honor other's privacy.
- Be honest, reliable and ethical.
- Refuse to steal, misuse or abuse time, property or equipment.
- Refuse to lie, cheat, deceive, manipulate, exploit or take advantage of others.
- Build confidence among peers and youth.

Respect

- Treat others with courtesy, honor and respect.
- Build mutual respect and long-term relationships by communicating with others.
- Be friendly and cooperative.
- Value and honor all people; follow the Golden Rule.
- Have an open mind acknowledging the opinions and differences of others.
- Work as a team member.
- Accept the instruction and modify behavior when necessary.
- Respect the dignity, privacy and freedom of all.
- Submit to the authority of a supervisor and to workplace rules.
- Use good manners – be courteous and polite.

Responsibility

- Take pride in your work – show initiative, recognize what needs to be done, pay attention to detail, pursue excellence, and be prepared.
- Take ownership of your work area, materials, tools and equipment.
- Be loyal in attendance and always punctual.
- Follow instructions.
- Strive to improve abilities, learn new skills and take on broader responsibilities.
- Assert personal views in a reasonable manner.
- Manage time and resources wisely.
- Set realistic goals and strive diligently to achieve them.

Fairness

- Understand and respect others.
- Make decisions based on facts and strive for win-win situations – consider all people involved.
- Have rules that are written for the well-being of all individuals.
- Promote and model a positive attitude.
- Be free of bias – be open minded, just, without favoritism or prejudice.
- Listen to and respect the opinions of others and the differences in others.
- Be willing to negotiate and exercise give and take to achieve group success.
- Use tact and courtesy.
- Share knowledge, ideas and skills with others.
- Be flexible regarding diverse expectations, situation and leadership styles.

Caring

Demonstrate a positive attitude.
Show kindness and sensitivity to the feelings of others.
Express gratitude.
Take time to help others.
Do quality work – attend to details.
Be a team player.
Take time to talk to people face-to-face about issues.
Evaluate work performance accurately.
Demonstrate confidence without arrogance.
Show a personal concern for fellow counselors.

Citizenship

Show initiative by being a helpful, resourceful, cooperative and supportive team player.

Demonstrate a positive and enthusiastic work attitude.
Understand and contribute to the organization.
Follow camp policies, regulations and procedures.
Ensure compliance with rules and regulations.
Take care of equipment and resources.
Demonstrate interest in environmental issues that impact camp.
Maintain an active role in school and community activities.
Pursue life-long learning.
Volunteer without expectation of recognition or reward when help is needed.
Be a role model and mentor to other counselors and youth.
Consider the effect of camp activities on the environment.

Loyalty

Be a good friend.
Stand by, stick up for and protect your family.
Honor your country.
Keep secrets of those who trust you, unless doing so may cause harm or danger.
Do not let your friends hurt themselves.

Courtesy

Use good manners
Be courteous, polite and civil to everyone
Don't use put-downs, insults, or ridicule to embarrass or hurt another.

Diligence

Work hard
Do your best
Persevere, don't give up
If you make a mistake, try again
Make all you do worthy of pride



Family Feud Relationship Building

Suggested Get Acquainted Activities

Please recognize that helping 4-Her's to get to know each other and become a part of their group is the first step in helping them to enjoy camp and is very helpful in preventing homesickness. Children need to see that someone in the group knows and cares about them.

Begin by dividing your total group into smaller groups based on the number of counselors assigned. In the small groups each counselor can lead the group in several name games. Get your group in a circle and let each person tell his name and his favorite cereal or ice cream. As you go around the circle ask the campers to tell the names of the three that came before him.

Numbers The leader calls out a number and players get into groups of that size, hold hands and sit down. For instance, if the leader calls "5", each player finds four other people and they all join hands and sit down. The object of the game is to get into the proper size as quickly as possible. After groups are assembled, time can be taken to introduce everyone in the group before the next number is called. It is best to call numbers that evenly divide the group so that no one is left out.

Names and Adjectives Ask each camper to take a few moments to think of an adjective that starts with the same FIRST letter as their first name (i.e. "Happy Henry"). Begin with yourself and move around the group asking each camper to state their name and adjective. Every 4 – 5 names, stop and have someone repeat the name and adjective combinations. Continue until everyone has had a turn.

Variations: Use parish names or club names.

Jelly Bean Have campers sit in a circle (include yourself in the circle). Begin by passing a jelly bean to the person on your right, as you pass the jelly bean say "My name is ...". Go around the circle. When the jelly bean returns to you, begin passing it again and say "I like 4-H because". On the third pass around the circle say "I came to 4-H camp because....". When you have completed the exercise you may like to have jelly beans to share with the group.

Whodunnit?

Personality Styles

What an interesting world we live in! One of the things that makes it interesting is different personalities. Each personalities brings a unique and in a group setting, we need to appreciate and work with differing personalities. This section is based on the personality program called, True Colors.



What's GREAT about being **ORANGE**...

In school: Oranges like to have fun. They enjoy sports, games, television, and entertainment.

With friends: Oranges are a lot of fun. They can think of all kinds of things to do. They enjoy being with other fun people.

At home: Oranges like freedom and a lot of space. They enjoy after-school activities, such as sports and special events.

What's GREAT about being **GOLD**...

In school: Golds are organized and follow the rules. They enjoy being responsible and particularly like teachers who give them special things to do.

With friends: Golds are really dependable. They like their friends to be honest, especially about money and making plans to do things.

At home: Golds have responsibilities and work hard for their allowances. They also like a secure family life and enjoy holidays and celebrations.

What's GREAT about being **GREEN**...

In school: Greens like to learn about all kinds of things and come up with new ideas. If there is a problem, they are the best ones to solve it.

With friends: Greens are close to people who have the same interests. They sometimes keep to themselves because they like their privacy.

At home: Greens spend a lot of time just thinking. They like learning things from television shows about science and nature.

What's GREAT about being **BLUE**...

In school: Blues are easy to get along with. They like to share things with their classmates, and they like their teachers and try to please them.

With friends: Blues really care about what happens to others. They listen and are honest and genuine.

At home: Blues try to keep everything in harmony. They are sensitive and like warm feelings and quiet talks.



Act Your Age!

Ages & Stages

6-8 year olds....

Physical

Are mastering physical skills.
Have better control of large muscles than small muscles.

Social

Are learning how to be friends and may have several best friends at a time.
Are becoming more aware of peers & their opinions and are beginning to better observe other people.
Are beginning to experience empathy for others, but still learning about and wrapped up in self.
Are still family oriented.

Emotional

See fairness as being nice to others so they will be nice in return.
Seek parental approval but are becoming emotionally steadier and freer from parents.
Tend to behave in ways to avoid punishments.

Intellectual

Generalize from own experiences
More interested in process than product. Base their thinking in reality & accuracy.
Are beginning to develop sense of cause & effect.
Handle well only one mental operation at a time.
Can distinguish between reality and fantasy.
May be afraid of scary figures.

9-11 year olds.....

Physical

Experience steady increases in large muscle development, strength, balance and coordination.
Are quite active with boundless energy.
Maturing at differing rates between the sexes.
Increasing in manual dexterity, small muscle coordination.

Social

Generally see adults as authority.
Believe punishment should be a direct consequence of misdeeds.
Follow rules out of respect for authority.
Feel loyalty to group, club, gang. Enjoy code language and passwords.
Identify with same sex group. May prefer to be with member of same sex.
Prefer working in groups in cooperative activities.
Expand and use reasoning skills to solve problems, negotiate and compromise with peers.

Emotional

View right behavior as "obeying" rules set by those in power.
Accept parent/family beliefs.
Admire and imitate older boys and girls.
Are developing decision-making skills.
Are making some movement toward taking responsibility for own actions.
Emphasize similarities between self and friend (s).
Are beginning to question parental authority.
Look to adults for guidance and approval.
Need involvement with a caring adult.
Find comparisons with the success of others difficult and eroding of self –confidence.

Intellectual

Vary greatly in academic abilities, interest and reasoning skills.
Have increased attention span, but have many interests which change rapidly.
Are beginning to think logically and symbolically. Still prefer concrete ideas.
Are learning to use good judgment.
Judge ideas in absolutes; right or wrong, fabulous or disguising, etc. Do not tolerate much middle ground.
Want to use their skills to explore and investigate the world.
Have interests in collections and hobbies.
May express feelings through creative writing.

12-14 Year Olds....

Physical

Exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups.

Experience rapid changes in physical appearance. Growth of hands and feet, nose and ears may be faster than arms and legs and face causing concern for appearance and clumsiness.

Social

Are interested in activities involving the opposite sex; learning to live with opposite sex.

Are looking more to peers than parents.

Seek peer recognition.

Seek acceptance and trust.

Tend to regard sex in a depersonalized way.

Search for adult role models; belong to fan clubs.

Tend to reject ready-made solutions from adults in favor of their own.

Question authority and family values.

Emotional

Compare themselves to others.

Are concerned about physical development and emerging sexuality.

See themselves as always on center stage.

Are working on forming a sense of continuity between inner and outer self.

Body changes can set up situations of great embarrassment.

Are concerned about social graces, grooming and being liked by friends.

Abandon view of parents as all powerful.

Strive for independence, yet want and need parents help.

Need information for making decisions.

Seek privacy from parents/adults.

Want to be part of something important.

Intellectual

Find justice and equality to be important issues.

Think abstractly and hypothetically.

Are developing skills in the use of logic. Can understand cause and effect.

Can solve problems that have more than one variable.

Can imagine consequences.

Can think about thinking.

Are ready for in-depth, long-term experiences.

Have moved from fantasy to realistic focus on their life's goals.

Challenge assumptions.

Want to explore the world beyond their own community.

Are curious about the environment.

15-18 Year Olds....

Physical

Are concerned about body image.

Exhibit smaller range in size and maturity among peers.

Tend to have realistic view of limits to which body can be tested.

Social

Tend to romanticize sexuality, but are moving toward a more realistic understanding.

Search for intimacy.

Test sexual attractiveness.

Make commitments.

Can commit to follow through with service.

See adults as fallible.

Desire respect.

Are apt to reject goals set by others.

Renegotiate relationships.

Want adult leadership roles.

Emotional

Desire respect.

Are beginning to accept and enjoy their own uniqueness, but still seek status and approval of peer group.

Look for confidence of others in their decisions.

Develop their own set of values and beliefs.

Take on multiple roles.

Gain autonomy.

Are introspective.

Can see self from viewpoint of others.

Take fewer risks.

Can initiate and carry out their own tasks without the supervision of others.

Search for career possibilities.

Desire a role in determining what happens in their world.

Intellectual

Are mastering abstract thinking.

Can imagine impact of present behavior on the future.

Enjoy demonstrating acquired knowledge.

Can consider many perspectives of a given issue.

Develop theories to explain how things happen.

Create new possibilities from information.

Will lose patience with meaningless activity

What's My Line?

Communication Skills



Listen to camper's problems and concerns.

Really listening to young campers can be difficult. However, research indicates that listening, really listening to children, is an excellent way to build self-esteem. When you take time to listen, you are showing a child that he/she is important.

Four specific skills that will help you to become a better listener follow:

1. **Eye Contact** – The listener should try to make eye contact with the speaker in a comfortable, unchallenging manner. The speaker may look away occasionally, and then come back to see if you are still listening. Show with your eyes that you are attentive and receptive.
2. **Body Language** – The attentive listening position is a slight forward trunk lean with a relaxed easy posture. Become aware of your own natural listening posture and be sure that it communicates a relaxed but attentive listening position.
3. **The Use of Silence** – Silence can be an effective listening skill; it gives others the time and freedom to explore their thoughts and feelings and find the most fitting way to express themselves.
4. **Verbal Minimal Encouragers** – Remember the purpose of active listening is for the listener to understand the speaker and to assist others in expressing themselves. Verbal minimal encouragers are simply short utterances that encourage the speaker to continue. Typical examples are: “Uh-Huh”, “Oh”, “And”, “Tell me more” and repeating one or two key words that the speaker has said. Example:
Speaker: I don't know where to start, I'm so frustrated!
Listener: Frustrated?

Attend the educational classes with the group and encourage campers to be attentive to the instructor.

We all learn best by example – so the first step to success with this is for **all counselors** to attend the classes and be attentive themselves. Knowing that you may still need suggestions “just in case” someone is being disruptive, try these.

1. Move over and sit by campers.
2. Put arm around camper or possibly put hand on shoulder.
3. Take away from group for private counsel and provide encouragement.
4. Tell camper they are needed in some way.
5. Plan ahead to prevent during next class period.
6. Possibly ask instructor ahead of time to use person as helper or assistant.



Connect Four The Essential Elements

BELONGING

Positive Relationship with a Caring Adult: How young people understand what it means and what it takes to be a productive citizen, as well as the belief in themselves, depends largely on the adult role models and connections they have. A 4-H caring adult volunteer serves as a guide, mentor, and role model. The 4-H caring adult helps set appropriate boundaries and expectations.

An Inclusive Environment: A welcoming environment is one that allows for a sense of belonging to develop, encourages and supports its members, and offers encouragement with positive and specific feedback. Healthy 4-H groups celebrate the success of all members – taking pride in the collective efforts of all.

A Safe Environment: 4-H youth should not fear physical or emotional harm while participating in the 4-H experience, whether from the learning environment itself, adults, other participants, or spectators

MASTERY

Engagement in Learning: An engaged 4-H youth is one who is not only mindful of the subject area, but building relationships and connections in order to develop understanding. Through self-reflection, the 4-H youth's brain has the ability to learn from experience. The engaged 4-H youth has a higher degree of self-motivation and an inexhaustible capacity to create.

Opportunity for Mastery: These are opportunities for success and achievement for our 4-H members. Mastery is the building of knowledge, skills, and attitudes and then demonstrating the competent use of this knowledge and skill. Through hands-on 4-H projects and activities, youth gain new knowledge and have the opportunity to immediately apply that new knowledge to individual projects and activities in which they are engaged. Furthermore the development of mastery is a process that occurs over time and is increased with repetition.

INDEPENDENCE

Opportunity to see oneself as an active participant in the future: To provide 4-H members the opportunity to see themselves in the future gives them the hope and optimism to shape their life choices accordingly. We can teach all the facts and figures we want, but if we don't link them to their future, those facts and figures may go unused

Opportunity for self-determination: Our 4-H youth must believe that they can have impact over life's events, rather than life's events having control of their lives. We must help our 4-H youth foster that personal sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

GENEROSITY

Opportunity to value and practice service for others: Service is a way for 4-H members to gain exposure to the larger community and the world. It is necessary to actively practice and treasure service. Service is more than a product; it is a process that provides developmental opportunities for 4-H members.

Essential Elements of Youth Development in Camping Programs

Caring Adult

- Praise all of the campers
- Treat each camper as a worthwhile human being and an important part of camp
- Expect campers to treat each other with respect
- Know each campers name
- Give full attention to camper
- All campers treated equally and fairly
- Reasonable guidelines are set
- Campers have a say in the things done
- Think positive thoughts and encourage achievement in each camper
- Share camp program information with all campers

Active Participant in the Future

- Campers feel qualified to take an active role in future events
- Help campers to set a goal and develop a plan to carry it out
- Set example for campers to see themselves in future leadership roles
- Share camp experiences
- Encourage positive thinking
- Offer campers a chance to be active citizens in the camp environment
- Provide inspiration and motivation
- Instill a strong sense of education and self-determination
- Help campers to understand different roles

Engagement in Learning

- Instill ownership of camp experience
- Provide challenges, fantasy, curiosity and control opportunities
- Have youth pursue their interests
- Relate what is learned to real life
- Connect camp program with youth issues and concerns
- Allow campers to experience control of activities
- Allow campers to make choices
- Allow campers to design and participate in projects
- Appeal to needs and interests of campers

Value and Practice Service to Others

- Provide campers opportunity to plan and do a service project
- Help campers understand the relationship between the need and the service
- Allow campers to think creatively to address need
- Encourage campers to demonstrate respect, concern and sensitivity

Opportunities for Mastery of Skills

- Encourage everyone to participate
- Encourage campers to set realistic goals
- Encourage campers to help each other
- Make step by step plans so campers can succeed and Celebrate
- Provide hands-on opportunities for campers
- Encourage campers to reflect on their experience
- Provide direction and support
- Provide opportunities for camper to show what they learned

Safe Environment (Physical & Emotional)

- Set clear and consistent rules and expectations
- Communicate rules clearly
- Watch for hazards
- Identify reasonable methods for dealing with misbehavior
- Encourage campers to reflect
- Discuss ways to make improvements
- Closely supervise campers
- Handle conflicts when they arise

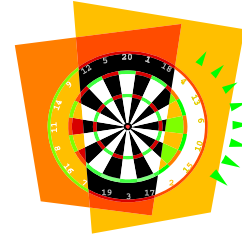
Self Determination

- Help campers set goals
- Be flexible as unexpected things arise
- Give campers the opportunity to plan, implement and evaluate programs/activities
- Encourage campers to do new things and set goals
- Recognize campers for trying new things that challenge their abilities
- Allow campers to choose level of involvement
- Allow campers to have influence over decisions
- Allow campers to solve problems for themselves with minimal advice

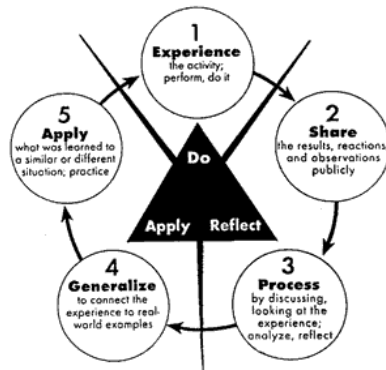
Welcoming Environment

- Use ice breakers to involve everyone
- Recognize campers for a variety of things – not just competitive activities
- Include everyone so they feel involved
- Encourage creativity and show appreciation for great ideas
- Provide positive feedback
- Get to know the campers
- Value opinions of campers
- Encourage new ideas

Wheel of Fortune Experiential Learning Model



“Learning by doing” is one of the most recognizable things about 4-H. The model used by 4-H is called the Experiential Learning Model. This is a widely recognized model that is respected in the education field. This learning model is more than just doing an activity. It involves discussing what one did in an activity and how it applies to other areas of one's life.



1. Participant(s) **experience** the activity - perform or do it.
2. Participant(s) **share** the experience by describing what happened.
3. Participant(s) **process** the experience to determine what was most important and identify common themes.
4. Participant(s) **generalize** from the experience and relate it to their daily lives.
5. Participant(s) **apply** what they learned to a new situation.

Possible Processing Questions

Share

- What did you do?
- What did your group do when . . . ?
- What did you see? Feel? Hear? Taste?
- What was most difficult? Easiest?

Process

- What problems or issues seemed to occur over and over?
- What did you learn about (life skill or activity subject matter) through this activity?
- Why is the life skill you practiced important?

Generalize

- What similar experiences have you had (with this life skill or subject matter)?
- What similar challenge/problem/feeling have you faced? What did you do then?

Apply

- How does what you learned relate to other parts of your life?
- How can you use what you learned?
- How can you apply (the life skill you practiced) in the future?

The Chain Reaction Team Building



“Peers trust effective leaders. Leaders earn trust by taking on responsibility. At the same time, leaders must show trust in their followers in order for the group to reach its common goals. What can you do as a leader to gain the trust of followers? What do you need from others in order to trust them?” Reference: *“Step Up to Leadership”, CCS*

TEAMWORK TIPS

- Open communication
- Active listening
- Understand goals & task
- All team members have input
- Respect diversity in talents & skills
- Trust
- Mutual Respect
- Everyone has an important role
- Support each other
- Celebrate success

“The whole is greater than the sum of its parts.”



Operation Health & Safety

Counselors have an important role in the health and safety of the youth they are working with. General guidelines include:

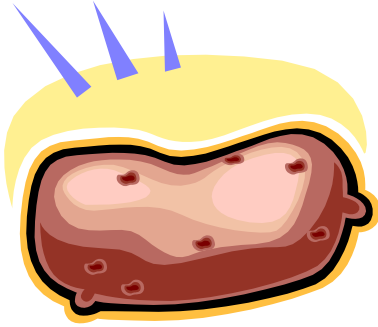
OBSERVE CAMPERS – Get to know the campers and monitor any signs of health problems. Special attention may need to be added to campers with special medical needs as indicated on the health form.

TAKE CAMPERS TO 1st AID ROOM – Each 4-H event has a designated 1st Aid person. At 4-H Summer Camp, a nurse is housed in the 1st Aid room. Campers with injuries, illnesses, changes in behavior should be brought to the designated 1st Aid person. **Under NO CONDITION should you administer medicine to a camper.**

GOOD PERSONAL HYGIENE – Set a good example for the campers and encourage campers to bathe, brush teeth, properly wash hands and change clothes regularly.

NO HORSEPLAY – Horseplay such as pillow fighting is the leading cause of preventable injuries. Counselors should set a good example and stop any form of this behavior

CLEAN CAMP GROUNDS/CABIN – An important part of the camping experience is learning to live together and respecting others and property. Encourage campers to clean the cabin area as well as the camp grounds.



Hot Potato Handling Difficult Situations

Camp Situations You May Encounter

You're at camp and the 4-H'ers begs you to let them miss class because their stomach hurts. You don't have a class so you could stay in the cabin with them. What do you do?

Everyone needs to be at their assigned place at the assigned time. This is important for announcement purposes, roll purposes, and to assure that everyone is safe. No one can skip class. If they are sick, they need to go to the First Aid Room or find the adult in charge of your parish. Don't make this decision alone.

During the nature walk one 4-H'er repeatedly slings mud on another. You've asked him to stop several times and he is ignoring you. What should you do next?

Stop the child. Make sure he is listening to you. Explain he is not to throw mud, and he is to walk with you until you tell him otherwise. If he says no, talk to the adult with the group while walking. If there is no other adult, walk with him and when the walk is over and you find an adult, let the camper tell the adult what he was doing.

A 4-H'er confides to you that he doesn't want to go home Friday. He tells you that "Dad gets really mean when he's drinking and he hits me very hard".

Listen, remember, and then go tell your adult 4-H leader/agent. Never promise you "will not say anything" because you have to tell the adult. You can assure the camper that you would not gossip about what he has said and then don't. Only tell the assigned 4-H adult leader, not your friends.

A 4-H'er of the opposite gender of yours is in his/her bedroom crying because he/she is homesick. No one else is in the cabin. What do you do in comforting the child?

Do not go in the cabin of the opposite gender. Find a leader of that gender and ask for them to handle the situation.

You realize that several of your 4-H'ers have not taken a bath and it is Wednesday. How can you encourage them to take a bath?

It may be because they don't want to change clothes in front of other. Tell them it is OK to take a bath in their bathing suit. Make a shower schedule so they are not fighting over the shower. Make sure no "horseplay" is going on in the bathroom, like whipping with towels or "swirlees". Tell them they will get in a lot of trouble for this if they don't stop. Make sure they brush their teeth too.

During summer 4-H camp, a teen leader from another parish makes several suggestive remarks about meeting later after lights out. The two of you were very close. How do you handle the situation?

You have a curfew like the 4-H'ers and are to abide by it too. You would be sent home if caught out after lights out. Don't risk breaking the 4-H Code of Conduct by leaving at night to meet him/her.

A 4-H'er has a headache and tells you they always take Tylenol. You have some in your backpack. What do you do?

Under no circumstance do you administer medicine. Find your leader/agent and let them handle the 4-H'er. If you are in the middle of a class, ask them if they can wait until it is over and then find a leader.

You have an older brother/sister/good friend who is a camp staff member, and you are at camp as a teen leader. They would like for you to come and hang out with the staff. What do you do?

Your first responsibility is to the 4-H'ers in your cabin and your agent. Ask your 4-H agent if you may visit the staff but don't be upset if they say no.

During vespers preparation, your campers are talking about what they like best about their families. You see the teachable moment and are leading the discussion while they are making props for the skit competition. One camper begins to cry and leaves the room. Her friend tells you she's sad because when she gets home her dad won't live there anymore. Her parents are getting divorced. What do you do?

To and talk to her about her parents. Listen to her. Explain that because they are getting a divorce doesn't mean they won't love her. Maybe have another teen talk to her whose parents are divorced, if yours are not. Be encouraging and listen.

Discipline Problems – There is a fine line between what is fun and what is harmful and between what is funny and what is disruptive. Your good judgement is essential. Once problems surface they are harder to deal with, but by working together we can minimize them.

Bed Wetting – Some children and adults suffer from this affliction for a number of different reasons. The basic problem is a lack of bladder control while sleeping. This is an extremely embarrassing situation. It requires sensitive and confidential help from the counselor. What to do: first and foremost do not embarrass bed wetter by letting the whole cabin in on the problem.

1. Check all health forms for advanced warning. Be sure that all bed-wetters (sleep walkers also) take a bottom bunk. You may want to reserve a bottom bunk close to the window or door before campers arrive.
2. Discreetly check bunks for wetness when campers are not around.
3. Very discreetly remove wet bedding and bring it to the agent or health director early in the day for washing. Bedding should be replaced discreetly as well.

Prevention – Limit intake of liquids after dinner. Wake bed wetters and escort them to bathroom when you are ready to retire. If any complications arise, see the 4-H agent.

Homesickness – This is the most insecure, helpless, lost, lonely feeling an individual can experience. It is the result of the insecurity of being in a new place away from family and friends. Homesickness peaks in times of little or no activity and when the individual is tired (commonly evenings). Outward signs range from a quiet withdrawal from the group to crying, screaming, punching, kicking routines and running away. Most homesick campers will make it very obvious that they want to go home.

Most homesickness can be prevented by doing an effective job on the first day of camp – that is learning names, helping the camper feel a part of the group and getting them involved in the camp activities.

Once homesickness has surfaced:

1. Under no circumstances should you let the camper call home or suggest that he/she may call home. This intensifies homesickness and upsets parents and campers to the point of no return. Campers and junior counselors are not allowed beepers and cell phones while attending camp.)
2. Under no circumstances should you tell a camper that he/she may go home.
3. Keep the campers busy, active and involved.
4. Do not send homesick campers to the health director unless they have a legitimate health reason for seeing him/her.
5. Inform your 4-H agent of all homesickness cases – no matter how slight.
6. Talk to the camper about independence, taking care of oneself, growing up, how important this is for him/her and how important it is to his/her parents (etc).
7. Your 4-H agent can help you with this, so talk to him/her! Work together on this problem, it will lighten your load.

Battleship

Conflict Resolution



Remember that disruptive behavior is often a cry for help or a signal that the disruptive individual has a problem that he/she can't deal with.

1. Possible actions to help settle campers down to sleep:
 - A. Be sure campers know that when the lights go out it is time to get quiet and go to sleep.
 - B. Walk around quietly and gently ask campers to be quiet after lights are out.
 - C. Touch camper who is being disruptive to let him or her know you are aware that they are talking or making noise.
 - D. If disruption continues possibly have camper sit on floor by adult's bed – do this in a quiet but firm manner.
 - E. If disruption is caused by flashlight, radio, noisemaker, etc. quietly take it from the camper and ask the 4-H agent to keep it overnight.
 - F. In all cases, remain quiet and calm as you try to calm the campers.
2. If campers are not getting along – arguments, picking on others, spreading tales, fighting:
 - A. Help campers solve problem by offering to help them find a way to work out their problem.
 - B. Help campers to see other side of situation – ask them to try to see the situation from the other person's point of view.
 - C. Ask an adult for assistance.
3. Don't make a statement or inform a camper of consequences that have not been approved by the agent. Don't threaten campers or tell them you are sending them home (or "one more time and you go home"). Only the agent can send a camper home.



Let's Make A Deal Manners & Etiquette

Cabin Manners

Our cabin for the week is our home – we need to make sure that all residents (counselors and campers) practice taking care of their space and the overall cabin. This care will include keeping the cabin clean, everyone taking turns with chores, etc. Make sure to go over cabin procedures during the first day at the cabin meeting.

- ❖ Wet Swim Suits hung on clothesline
- ❖ Wet Towels hung on clothesline
- ❖ Candy Paper/Food Disposal in trash can
- ❖ Use of brooms/dust pans daily (or more as needed)
- ❖ Organization of alarms/radios during morning wake-up
- ❖ Respect for other's belongings
- ❖ Following set quiet times at night/rest period
- ❖ Responsibility of personal belongings

Table Manners/Meal Time

One of the most important times of the day for youth is meal time. Campers need to be encouraged to practice manners in the meal line, at the table and in cleaning up their area. When your group lines up on Monday evening for dinner be sure to go over the points below to help in establishing order during meal time for a pleasant experience by everyone.

- ❖ Sitting with group at table
- ❖ Lower voice level in cafeteria
- ❖ Observing campers eating habits to prevent sickness
- ❖ Cleaning up after meal(s) – responsible for area where eating
- ❖ No horseplay in lines (outside and inside)
- ❖ Be on time for meals

Bathroom Manners

Encouraging campers to be extra careful with their bathroom manners will result in keeping the area cleaner and safer for everyone. As a counselor you need to be sure and go over these manners/reminders with your cabin on the first day and as needed.

- ❖ Flushing Toilets after use
- ❖ Shoes should be washed outside, not in the lavatories
- ❖ Unclaimed Clothes placed in Lost/Found Box
- ❖ Be considerate of others (shower time)
- ❖ Cleaning up/picking up personal items (in stalls & counter tops)
- ❖ Positive attitude about bathroom duty
- ❖ No horseplay/running in bathroom facility

Sportsmanship

One important character trait that can be practiced daily at camp is exhibiting proper sportsmanship. There will be many opportunities at camp for youth to interact with others. When you are in group settings remind your campers in positive ways how to be a good sport.

- ❖ Following Rules
- ❖ Staying with your group
- ❖ Participating as a team

Exhibiting six pillars of character development (trustworthiness, respect, responsibility, fairness, caring and citizenship)

Shop 'Til You Drop! Stress Management



“Our day-to-day lives may be filled with conflict. How we deal with the conflict makes it a positive or a negative experience. At home, school or with friends, conflict occurs because of differences in our needs and values. Some conflicts are minor and are easy to resolve. Other conflicts are more complicated and need specific strategies to resolve them, so that tension and problems can be reduced, if not eliminated.” Reference: *Step Up to Leadership*, CCS

Tools & Strategies for Stress Management

- Get Enough Exercise
- Eat a variety of nutritional foods
- Avoid food or drugs that impair body function
- Use relaxation methods
- Relax by sitting in a quiet place and thinking of nothing, listening to music, and tensing and relaxing your muscles
- Express your feelings with someone who cares and listens
- Engage in “self-talk”
- Learn to re-frame events so you focus on the good rather than the bad
- Control your anger by telling someone how you feel before you lose control
- Walk away from a situation until you cool off, doing something physical
- Respect another person’s right to have a different opinion, and praise others more than criticizing them
- Practice taking responsibility for your choices, good or bad
- Clarify your values
- Spend your time doing things that are important to you
- Control your environment by scheduling activities so you don’t have to rush
- Set priorities and stick to them
- Learn to say “NO”
- Get enough rest

APPENDIX

Name That Tune Camp Songs, Song 'n Yell



Suggested Guidelines for Song and Yell

When choosing a group name

- ❑ Follow the camp theme if appropriate (i.e. CHARACTER COUNTS!)
- ❑ Choose one which will be easy to yell and will fit a song
- ❑ Choose a name which will be in good taste. (i.e. Caring Cats, The Busy Beavers, The Rascally rabbits, The Web Worms) If you are in doubt that the name your group has chosen is in good taste – don't use it.

Tips to remember when preparing the Song and Yell

- ❑ Have the Yell prepared for Wednesday night
- ❑ Have the Song prepared for Thursday night
- ❑ Keep it simple
- ❑ Incorporate the group name
- ❑ Come to camp with ideas

Materials Needed

- ❑ Pencil and paper for each camper to write down the Song and Yell

Be prepared to do your Song and Yell at anytime to keep your campers motivated!

CAMP SONGS

I Like It, I Love It

I went to this camp and I learned how to share;
I learned about respect and I learned how to care.
They got me saying please and thank-you and you are my friend.
I follow all the rules and I try to play fair.
I'm gonna have friends if I treat them with respect.
My long lost buddies say they like the brand new me
And I like it, I love it, I want some more of it.
I try so hard to make the best better;
Don't know what it is about this new attitude
But I like it, I love it, I want some more of it.

My mamma and daddy tried to teach me courtesy
But it never sank in till that girl got ahold of me.
Now I'm holding umbrellas and opening up doors,
I'm taking out the trash and I'm sweeping my floors.
I'm being real honest, I'm doing my share.
Hoping that it keeps going on like this, cause
I like it, I love it, I want some more of it.
I try so hard to make the best better;
Don't know what it is about this new attitude
But I like it, I love it, I want some more of it.

You can trust me now, yes sir, I like to be responsible.
As we get to know you better, we'd like for you to know
You're gonna be the best that you can be, and
I like it, I love it, I want some more of it.
I try so hard to make the best better.
Don't know what it is about this new attitude, but
I like it, I love it, I want some more of it.

MY AUNT CAME BACK

My aunt came back (campers echo)
From old Japan (campers echo)
And she brought me back (campers echo)
An old hand fan (campers echo using hand in a fan like manner)

Altogether:

My aunt came back from old Japan and she brought me back an old hand fan. And she ain't gonna go no more, no more. And she ain't gonna go no more. (keep fanning)

My aunt came back (campers echo)
From old Algiers (campers echo)
And she brought me back (campers echo)
Some sewing shears (campers echo using other hand and move fingers as if they were scissors – other hand is still fanning)

Altogether:

My aunt came back from old Algiers and she brought me back some sewing shears. And she ain't gonna go no more, no more. And she ain't gonna go no more. (keep fanning and cutting with scissors)

My aunt came back (campers echo)
From Holland, too (campers echo)
And she brought me back (campers echo)
A wooden shoe (campers echo – stomp foot, fan with one hand, scissors with other hand)

Altogether:

My aunt came back from Holland, too. And she brought me back a wooden shoe. And she ain't gonna go no more, no more. And she ain't gonna go no more. (keep all movement going)

My aunt came back (campers echo)
From the county fair (campers echo)
And she brought me back (campers echo)
A rocking chair (campers echo – while rocking back and forth, all other movement continues)

Altogether:

My aunt came back from the county fair. And she brought me back a rocking chair. And she ain't gonna go no more, no more. And she ain't gonna go no more. (keep all movement going)

My aunt came back (campers echo)
From Italy (campers echo)
And she brought me back (campers echo)
An itchy flea (campers echo – rotate hips, and all other movement continues)

Altogether:

My aunt came back from Italy. And she brought me back an itchy flea. And she ain't gonna go no more, no more. And she ain't gonna go no more. (keep all movement going)

My aunt came back (campers echo)
From the Brooklyn Zoo (campers echo)
And she brought me back (campers echo)
SOME NUTS LIKE YOU!! (campers echo – POINT TO CAMPERS)

(Row, Row, Row Your Boat)

Trust, Trust, Trust your friend
Each and every day.
On your friend you can depend
In each and every way.

(Old McDonald Had a Farm)

At Grant Walker we all care
For our friends and foes.
We all treat each with respect
This we all must know.
With a kind word here
And a nice smile there
Here a smile, there a smile
Everywhere we all see smiles.
At Grant Walker we all care
For our friends and foes.

(Twinkle, Twinkle Little Star)

Fair and kind and with respect
Are the ways I treat my friends.
My friends are responsible
And they all are trustworthy.
Let me be your friend today.
That is all I have to say.

4-H Spirit

I've got that 4-H spirit up in my head,

Up in my head,
Up in my head,
I've got that 4-H spirit up in my head,

Up in my head to stay.

I've got that 4-H spirit deep in my
heart
Deep in my heart,
Deep in my heart,
I've got that 4-H spirit deep in my
heart,
Deep in my heart to stay.

I've got that 4-H spirit down in my
toes,
Down in my toes,
Down in my toes,
I've got that 4-H spirit down in my
toes,
Down in my toes to stay.

I've got that 4-H spirit all over me,
All over me,
All over me,
I've got that 4-H spirit all over me,
All over me to stay

I've got that 4-H spirit up in my head,

Deep in my heart,
Down in my toes,
I've got that 4-H spirit all over me,
All over me to stay.

DO YOUR EARS HANG LOW?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you toss them over your
shoulder,
Like a continental soldier?
Do your ears hang low?

Yes, my ears hang low.
They can wobble to and fro,
I can tie them in a knot,
I can tie them in a bow,
I can toss them over my shoulder,

Like a continental soldier.
Yes, my ears hang low.

I'M A LITTLE HUNK OF TIN

I'm a little hunk of tin
Nobody knows where I have
Been Got four wheels and a running
board
I'm a Ford, a Ford, a Ford
Honk! Honk!
(pull earlobe with each honk)
Rattle! Rattle! Rattle!
(shake head with each rattle)
Crash! (touch palm of hand to chin)
Beep! Beep! (touch index finger to
nose twice)

Repeat 3 more times –
faster each time.

ON TOP OF MY PIZZA

On top of my pizza,
All covered with sauce,
Could not find the mushrooms,
I think they got lost.

I looked in the closet,
I looked in the sink,
I looked in the cup that
Held my cola drink.

I looked in the saucepan,
Right under the lid,
No matter where I looked,
Those mushrooms stayed hid.

Next time you make pizza,
I'm begging you, please,
Do not give me mushrooms,
But just plain old cheese.

MY BONNIE LIES OVER THE OCEAN

(Every time a word beginning with "B" is
sung, you either stand up; or sit down)

My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Oh bring back my Bonnie to me
Bring back
Bring back
Oh, bring back my Bonnie to me
Bring back
Bring back
Oh, bring back my Bonnie to me.

KUM BA YAH (COME BY HERE)

Kum ba yah, my Lord, kum ba yah,
Kum ba yah, my Lord, kum ba yah!
Kum ba yah, my Lord, kum ba yah,
O Lord, kum ba yah.

Someone's crying, Lord, kum ba yah,
Someone's crying, Lord, kum ba yah!
Someone's crying, Lord, kum ba yah,
O Lord, kum ba yah.

Someone's singing, Lord, kum ba yah,
Someone's singing, Lord, kum ba yah!
Someone's singing, Lord, kum ba yah,
O Lord, kum ba yah.

Someone's hoping, Lord, kum ba yah,
Someone's hoping, Lord, kum ba yah!
Someone's hoping, Lord, kum ba yah,
O Lord, kum ba yah.

Someone's praying, Lord, kum ba yah,
Someone's praying, Lord, kum ba yah!
Someone's praying, Lord, kum ba yah,
O Lord, kum ba yah.

Someone's shouting, Lord, kum ba yah,
Someone's shouting, Lord, kum ba yah!
Someone's shouting, Lord, kum ba yah,
O Lord kum ba yah.

IT ISN'T ANY TROUBLE JUST TO SMILE

It isn't any trouble just to S-M-I-L-E.
It isn't any trouble just to S-M-I-L-E.
So smile when you're in trouble,
It will vanish like a bubble,
If you only take the trouble just to S-M-I-L-E.

It isn't any trouble just to L-A-U-G-H.
It isn't any trouble just to L-A-U-G-H.
So laugh when you're in trouble,
It will vanish like a bubble,
If you only take the trouble just to L-A-U-G-H.
It isn't any trouble just to Ha-Ha-Ha-Ha-Ha!
It isn't any trouble just to Ha-Ha-Ha-Ha-Ha!
So "ha!" When you're in trouble,
It will vanish like a bubble,
If you only take the trouble just to Ha-Ha-Ha-Ha

THE WHEELS OF THE BUS

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.

The conductor on the bus says, "Ticket, please!"
"Ticket, please, ticket, please!"
The conductor on the bus says, "Ticket, please!"
All through the town.
The people on the bus go up and down.

Up and down, up and down.
The people on the bus go up and down.
All through the town.

The driver on the bus says, "Move to the rear,
Move to the rear, move to the rear!"
The driver of the bus says, "Move to the rear",
All through the town.
The horn on the bus goes, "Beep, beep, beep,
Beep, beep, beep, beep, beep, beep."
The horn on the bus goes, "Beep, beep, beep",
All through the town.

The wipers on the bus go, "Swish, swish, swish,
Swish, swish, swish, swish, swish, swish."
The wipers on the bus go, "Swish, swish, swish",
All through the town.

The children on the bus go, "Chatter, chatter,
chatter,
Chatter, chatter, chatter, chatter, chatter, chatter",
The children on the bus go, "Chatter, chatter,
chatter".
All through the town.

The babies on the bus go, "Waah, waah, waah,
Waah, waah, waah, waah, waah, waah",
The babies on the bus go "Waah, waah, waah".
All through the town.

LITTLE BAR OF SOAP

Oh, I wish I was a little bar of soap,
Oh, I wish I was a little bar of soap.
I'd go slidey, slidey, slidey,
Over everybody's hidey.
Oh, I wish I was a little bar of soap.

You can change underlined to:

Piece of Orange
I'd go squirty, squirty over everybody's shirty.

Vacuum Cleaner
I'd go chuggy, chuggy over everybody's ruggy.

Bottle of coke.
I'd go down with every slurp and come up with every burp.

Bitty Mosquito
I'd go bitie, bitie under everybody's nightie.

Foreign Car
I'd go speedy, speedy, over everybody's feety.

Arcade



ASSEMBLY IDEAS

1. Group Games or Competition:

- a. Line up tallest to shortest in least amount of time
- b. Have 12 people from each group act like they are spaghetti being boiled.
- c. Have each group send five people to act like chickens.
- d. Which group can line up fastest in alphabetical order?
- e. Which group has the 10 shortest feet? Ten different people put one foot in line heel to toe to determine winner.
- f. Group that can be the quietest for three minutes

2. Bring sheets of card stock (heavy paper) with letters on them. Give each group set of letters and distribute letters to individuals. Then you have a spelling contest. The group whose members line up first with the correct spelling wins.

3. Wheel of Fortune

4. Divide groups into two pavilions and do exercise activity. You may want to bring exercise tapes for this one.

5. Have a paddleball contest to see who can bounce the ball the most without stopping. Announce the contest at least 1 day ahead to allow contestants to purchase paddleballs in the camp store.

6. Trivial Pursuit type of game – possible questions attached

7. Talent Show

8. Communication Game – Tell first group member a specific message for them to pass (whisper) info to the next group member until the message has been passed around group circle. See what final person receives as the message.

9. Divide groups into smaller groups (three) and play Win, Lose or Draw.

10. Use various kinds of relay races.

Questions for Trivial Pursuit

1. In which 4-H project do you learn how to make a straight seam? Clothing
2. 4-H offers 30 – 50 – or 70 projects? 50
3. Where is the state 4-H office located? Baton Rouge
4. What are the 4 H's? Head, Heart, Hands, Health
5. What are the 4-H colors? Green and White
6. You can get the shock of your life in this project if you are not careful. Electricity
7. You can learn about pin oaks, loblollies and ashes in this project. Forestry
8. Name three small animals you learn about in pet care.
9. What parishes are here at camp?
10. What did you have for your last meal at camp?
11. Who is the archery instructor?
12. What do the words Baton Rouge mean? Red Stick
13. Name the body of water that borders the Louisiana coastline. Gulf of Mexico
14. What is Louisiana's State Tree? Bald Cypress
15. What is Louisiana's State Song? "You Are My Sunshine"
16. Who lives on Pennsylvania Avenue? President Bush
17. Who lives in the Governor's Mansion? Kathleen Blanco
18. Name two famous Louisiana festivals.
19. What type of cooking has made Louisiana famous? Cajun or Creole
20. Name the town in which Camp Grant Walker is located. Pollock
21. What is the 4-H Motto? "To make the best better"
22. Who is/are your parish 4-H agent(s)?
23. What do you learn about in the Entomology project? Insects
24. The process in which you show and tell someone how to do something is called a Demonstration.
25. Name an animal that gives us wool. Sheep
26. Every day you should eat a variety of foods as described in: My Pyramid
27. Milk is rich in which mineral? Calcium
28. Is a honey bee beneficial or harmful to the environment? Beneficial
29. Should a good bicyclist ride with or against the traffic? With
30. What bird is on the Louisiana flag? Pelican
31. How many stars are on the U.S. flag? 50
32. How many stripes are on the U.S. flag? 13
33. What do the stripes on the U.S. flag represent? 13 original colonies
34. In which project do you learn the art of constructing a garment? Clothing
35. "Heel, come, sit and stay" have significance in which project? Dog Care
36. All speeches should contain these 3 parts – Intro, Body and Conclusion

Louisiana History

1. What is Louisiana's State Bird? Brown Pelican
2. What is Louisiana's State Flower? Magnolia
3. Who is the Governor of Louisiana?
4. Who is the Lt. Governor of Louisiana?
5. How many parishes are there in Louisiana? 64
6. What is the capital of Louisiana? Baton Rouge
7. What three states border Louisiana? Texas, Arkansas & Mississippi
8. When was Louisiana admitted to the Union? 1812
9. What holiday is celebrated in other countries, but in the U.S. mainly in Louisiana and several other southern states? Mardi Gras
10. Name one of Louisiana's official nicknames. "The Bayou State", "The Pelican State" or "Sportsman's Paradise"
11. Which one of Louisiana's governors was shot in the State Capitol and buried on the Capitol grounds? Huey P. Long
12. Name the Destroyer from World War II, which is now docked in Baton Rouge. U.S.S. Kidd
13. What is Louisiana's most important river? Mississippi River

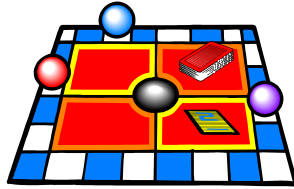
United States

1. How many senators are there in Congress? 100
2. The Statue of Liberty was a gift to the U.S. from what country? France
3. What tomb in Arlington Cemetery is guarded day and night by members of the Marine Corp? Tomb of the Unknown Soldier
4. Who is the Vice-President of the U.S.?
5. What is our national motto? In God We Trust
6. What were the last two states to join the Union? Alaska and Hawaii
7. Name Louisiana's two Senators.
8. Name one of the nicknames of the U.S. flag. "Star Spangled Banner", "The Stars and Stripes" or "Old Glory"
9. Who is the President of the United States?
10. In what state is the Grand Canyon located? Arizona
11. In what city are the Liberty Bell and Independence Hall located? Philadelphia, PA
12. Name two of the faces carved on Mount Rushmore. Washington, Jefferson, Lincoln and Roosevelt
13. Which is the largest of the Great Lakes? Lake Superior
14. What three colors of ink are used to print a U.S. dollar bill? Black, green and blue
15. Who laid the cornerstone of the U.S. Capitol? George Washington
16. What is the name of the famous geyser in Yellowstone National Park? "Old Faithful"

17. What is the only U.S. state named for a president? Washington
18. What is the highest mountain in North America? Mount McKinley

Our World

1. What ocean is the largest? Pacific Ocean
2. What country has Sumari Warriors? Japan
3. What is the only country that covers a whole continent? Australia
4. Where is the Taj Mahal located? India
5. What season is it in Australia when it is winter in the U.S.? Summer
6. What country is the home of the pyramids? Egypt
7. In what country are gondolas used as transportation? Italy
8. In what country is the llama used as a beast of burden? Peru
9. In what country are policemen called "bobbies"? England
10. Where is the Eiffel Tower located? Paris, France
11. Name the seven continents. Asia, Europe, Africa, North America, South America, Australia, and Antarctica
12. What country is known for its windmills, tulips and wooden shoes? The Netherlands or Holland



Trivia Pursuit Frequently Asked Questions

Does the maximum 3 times as a camp counselor apply to all camps?

Yes, it is recommended that a counselor can serve a maximum of 3 times in camp counselor opportunities offered regionally & statewide by the 4-H Youth Development program. (Example: 2 times at 4-H Camp and 1 time at Challenge Camp). It is strongly encouraged that a counselor serves no more than 2 times at each camp setting.

When will the counselor trainings be conducted?

In 2006 the training will be offered at Junior Leader Conference and at 4-HU. Additional trainings will be offered at regional or camp group levels.

In 2007, a Counselor Camp will be implemented. The camp is scheduled for May 4 & 5, 2007 at Camp Grant Walker. In addition, components of the training will be offered at junior leader conference, 4-HU and regionally so youth will have the opportunity to complete the necessary training.

Who will conduct the trainings?

In 2006, the trainings at Junior Leader Conference and 4-HU will be conducted by regional 4-H coordinators. The training materials will be posted on the web so agents can conduct the training as well.

How will we know if counselors complete the training?

Once participants complete the training, it should be recorded on the volunteer enrollment program. Certificates of completion will be available on the web under training resources.

Who qualifies as a school administrator or guidance counselor for home-schooled youth?

Home school youth can have the recommendation form completed by a non-relative adult in their school setting or community leader that can attest to discipline records of the youth.

How many youth will a parish be allowed to send to the training at 4-HU?

Training will be offered as a Clover College. Agents will need to follow 4-HU enrollment procedures and guidelines.

How often will youth have to participate in the training?

Starting in 2007, youth will have to complete 12 to 15 hours of training. An on-site refresher course will be designed for each camp.

Recommendations for on-line refreshers are being explored.

At what age can youth begin the training?

Youth can begin participating in the training during their 8th grade year.



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CHARACTER COUNTS!

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