



# WOODINVILLE DAY CAMP

## 2017 Volunteer Trainings:

*Please bring this to trainings  
and to camp.*

### CORE Who's Who:

Brandy Landry (Hobbs)-Camp Director  
 Angie Hancock (Cavegirl)- Program Director  
 Kathy Ragan (Starflower)-Registrar/ Floater  
 Laura Koch (Clover)- Website/Facebook/LIA Training  
 Brenae Brix (Willow)- PAT Coordinator  
 Angela Johnson (Allium)-PA Coordinator/ Staff Apprec.  
 Julie Nelsen (Chipmunk) PA Coordinator  
 Anna Adams (Ginger)-Business Manager  
 Sheri Feldman (Rose Blossom)-Executive Chef/ Apparel  
 Laura Hall (Avocado)-Health Supervisor  
 Allison van del Heuvel (Gator)-Shadow/ Floater

### Volunteer Training 1: Tuesday May 17<sup>th</sup>, 7-9 PM

7-8 PM: Back to Camp, Working with Campers, Partner Prep

- Sign-in, name tags, introductions, camp photos
- Game
- Leadership Expectations
- Camp Daily to do's
- *How To Talk So Kids Will Listen*
- Engaging Cooperation From Campers
- Q & A: Advice (handout)
- Songs

8-9 PM: Units, Stations, and Barn Staff break into Teams

- Partner Prep- Introductions and swap contact info. What's your style?
- Planning for the week

### Next Trainings:

### Volunteer Training 2: Wednesday, May 24<sup>th</sup>, 7-9 PM

(see training chart for full schedule/required on website)

7-8 PM: Working with Teens, Mentoring & Leadership

- Sign-in, name tags, introductions, camp photos
- Working with Teens
- Mentoring & Leadership, Floaters
- Quest Speaker

8-9 PM: Skill Review

\*please use sign-up genius to sign up!

- Knots Review
- Outdoor Cooking Review

### On-Site Training: Saturday, June 3<sup>rd</sup> 10 AM-2 PM

(see training chart for full schedule/required on website)

- Make-up Vol. 1 training- 9-10 AM)
- 6<sup>th</sup> Grade Challenge in Teams
- Ala cart-FULL-Outdoor Cooking
- Bring a lunch and water bottle.
- Dress in layers for rain and sun!

\*please use sign-up genius to sign up!

**THANKS SO MUCH FOR BEING HERE! WE ARE LOOKING FORWARD TO ANOTHER GREAT WEEK OF CAMP!**

## Leadership Expectations

Everyone in a position of leadership should review and communicate expectations. As leaders, you'll have these FOR yourself and FROM yourself. At WDC we work towards achieving these goals:

<p><b>1. Relationship Building:</b></p> <ul style="list-style-type: none"><li>• knows campers' names</li><li>• does not play favorites</li><li>• campers seek out your company</li><li>• helps kids to make friends</li><li>• listens/gets down on kids' level</li><li>• helps create warm, nurturing environment</li><li>• spreads self around effectively within unit</li></ul>	<p><b>2. Group Control/Behavior Management:</b></p> <ul style="list-style-type: none"><li>• handles disciplinary situations appropriately</li><li>• does not overstep role</li><li>• <u>seeks out help with difficult situations</u></li><li>• communicates rules clearly</li><li>• uses kind words and tones</li><li>• praises campers regularly</li><li>• uses good group control techniques, like talking sticks or quiet coyote, campers take turns leading or helping</li></ul>
<p><b>3. Initiative:</b></p> <ul style="list-style-type: none"><li>• seeks out or accepts increasing responsibility over the course of the camp</li><li>• volunteers to help when appropriate</li><li>• demonstrates interest in improving leadership skills</li><li>• willing to move outside of comfort zone to try new things</li></ul>	<p><b>4. Participation and Enthusiasm:</b></p> <ul style="list-style-type: none"><li>• exhibits positive attitude and high energy</li><li>• encourages camper participation</li><li>• participates in all activities with enthusiasm</li><li>• helps bring out creativity in kids</li><li>• takes pride in her unit</li><li>• is ready with songs, games, and back pocket ideas</li><li>• gives transitional warnings..."we will be moving in 3 minutes"</li></ul>
<p><b>5. Safety:</b></p> <ul style="list-style-type: none"><li>• follows and enforces camp rules</li><li>• knows head counts and helps keep unit together</li><li>• uses judgment to prevent hazardous situations</li><li>• responds appropriately to accidents/incidents</li><li>• responds appropriately in emergency situations</li><li>• speaks out about potentially unsafe situations</li><li>• keeps unit free of peer harassment, bullying, and ostracism</li></ul>	<p><b>6. Professionalism:</b></p> <ul style="list-style-type: none"><li>• uses time management, is on time, allows for time to get to stations</li><li>• dresses appropriately</li><li>• is conscious of the Girl Scout image</li><li>• attends to administrative details without reminders</li><li>• takes fair share of chores without complaint</li><li>• supports all teens and adults at camp</li><li>• asks for and gives feedback in a positive way</li><li>• solves problems with the GS Promise and Law in mind</li></ul>

### DAILY TO DO's- MORNING-

1. **Unit Box**-find at arrival (unless brought by you). Unit Boxes will be placed in alphabetical order and Unit letter boards will be placed in area for check-in location.
2. **Sign-in**- all adults and PA/PATs sign in on their appropriate clipboard.
3. **Unit Clipboards**- in file box in BARN-Unit camper list, sign in/out sheets, allergies/health info.
4. **Morning Meeting- 9:00 AM** (be on time or early). All Staff and PA Unit Leaders/ PA Station Leaders in Barn. Leaders kids and PA/PATs will start the Song circle. CORE and PA/PAT arrive at 8:30, Camp starts at 9:30.
5. **Camper Check-in**- check that all girls have bag, lunch on first day, water bottle, closed toed shoes, etc. Parents sign-in! Check on sunscreen with parents if possible.
6. **Unit's pick home base location for the week.** Take your girls, Unit Box, and all camper gear to base. If missing campers send one Unit Leader with the campers that are there to base location and get ready for the day.
7. **Opening Ceremony**-Monday 9:55 AM/ Tu-F 9:35 AM. Please don't be late!!!

### DAILY TO DO's- LUNCH TIME-

8. **\*\*\*Check on dietary restrictions and allergies.** Help you camper locate special items if needed.
9. **Help with lunch line**- we suggest one leader at front and one at end of lunch line. Also, verify they are eating their lunches and drinking plenty water (please use water beads as incentives!)
10. *Don't forget to take care of yourself!!! Don't forget your special drink each day!*

### DAILY TO DO's- AFTERNOON-


11. **Closing Ceremony**- 3:35 PM. Please be on time if there are late girls send the rest ahead with one leader.
12. **Camper Check-out**-4:00 PM. Need to check IDs (especially first day), stay after flag until all campers are checked out, find CORE to discuss concerns on late parents or girls who missed check-out.
13. **Return all clipboards & sign-out sheets to CORE/box.**
14. **Sign-out**- all adults and PAs/PATs sign out on their appropriate clipboard.

### BUILDING COMMUNITY-

1. **Unit Time**-First day you have about an hour. Older groups have a shorter amount approx. 30 mins.
2. **Learn each other's names**- play game or "get to know you" activity.
3. **Identify common ground?** Share schools, same troops, similar interests? How will you? Play a game or share?
4. **Health and Safety**-Sunscreen check? Water bottles full? Watch out for wet socks & blisters.
5. **Review WDC Rules- (general rules)**
  - a. Always use buddy system, don't go off alone!
  - b. No climbing trees.
  - c. No wading in the river-no exceptions. We cannot be physically in the river at all! Walking near is OK.
  - d. Camp shirts are not to be physically altered during the week of camp.
  - e. Closed toe shoes must be wore at all times. No walking barefoot at camp.
  - f. Leave it better than you found it! Clean up every day. Make sure trash picked up after snacks, lunches, leaving unit base.
  - g. No water balloons (too hard to clean up). We do have water play (only the boys unit can bring water guns).
  - h. No outside food or candy from home and no sharing of food. *We are a tree nut free camp!*
6. **Buddy System**- how will you make buddies during the week? Same each day, switch it up, rotate if needed, play game or draw out of a hat...
7. **Name tags**- "TREE COOKIES"-markers, cookies, strings in unit box. Camp names are for adults and teens only!
8. **Discuss schedule** with the campers. (Give copies of schedules to each PA also.)
9. **Group Agreement**- start this in the morning and/or you can complete later in the day... Poster board and markers in unit box. Great to let the PA's help with this...
  - a. **Brainstorm:** take notes and everyone's ideas are included
  - b. **Narrow down ideas:** combine ideas or re-word to incorporate more suggestions.
  - c. **Make a poster**-great to refer to if needed and use for reminders.
10. **Attend Stations and Schedule**- be on time, note where you are going...if it is FIRE you are going to need some time to get there...great time to hit the flushies. Please don't forget we need everyone to be active participants at stations...
  - a. Leaders and PAs should participate actively at stations. Help your stations leaders with the activity. Remember this is not break time. All staff should refrain from using cell phones at camp.

**Helping Children Deal with Their Feelings: Children Need to Have Their Feelings Accepted and Repeated**  
*Ideas from: How To Talk So Kids Will Listen & Listen So Kids Will Talk. Adele Faber & Elaine Mazlish, c. 1980.*

1. YOU CAN LISTEN QUIETLY AND ATTENTIVELY.
2. YOU CAN ACKNOWLEDGE THEIR FEELINGS WITH A WORD.
  - “Oh... mmm... I see...”
3. YOU CAN GIVE THE FEELING A NAME.
  - “That sounds frustrating!”, “That must have been embarrassing!”, “I hear how much you wanted it!”, “I can see why that would upset you.”, “That must have been very upsetting for you.”
4. YOU CAN GIVE THE CHILD HIS WISHES IN FANTASY.
  - “I wish I could make the homework go away for you right now!”, “I wish I had magical powers to make it appear”, I wish I had the ability to make the rain stop.”

 **ACTIVITY:** *Ok now you're ready to try it out. In your small group...take turns role-playing and using the camper statements. Try using the 4 steps outlined. What will you say when kids are “expressing their feelings”?*


- a. “I didn’t get the game I wanted. I never get what I want?”
- b. “I didn’t get as much of the snack as she did. I always get the worst. It’s not fair!”
- c. “She yelled at me and everybody laughed!”
- d. “I don’t know why we have to go on this dumb hike!”
- e. “I hate her, she is always pushing and shoving me in line! I'm going to punch her if she....”
- f. “Nobody likes me. Nobody wanted the recipe I voted for. I hate lasagna!”

**Praise and Self-Esteem: Instead of Evaluating (“Good” . . . “Great!” . . . “Fantastic!”), Describe.**

1. DESCRIBE WHAT YOU SEE. “I see a very ready unit. I can see everyone is in line and you all have your gear picked up.”
2. DESCRIBE WHAT YOU FEEL. “It’s such a pleasure to work with this group of attentive and ready campers”.
3. SUM UP THE CHILD’S PRAISEWORTHY BEHAVIOR WITH A WORD. “You picked up all of the cooking utensils and materials and put them in the separate boxes. That’s what I call organization!”


\*\*\*Try to take it a step further by describing what you feel rather (VS) than evaluating...

“Wow Jill, you figured all of that out on your own” VS. “Jill, you’re terrific”  
“It’s such a pleasure to not have to remind you ladies to pick up your trash.” VS. “Great, you picked up your trash.”  
“It’s so wonderful see you all taking turns and sharing at the activity.” VS. “Great job taking turns.”

 **ACTIVITY:** *Now try it...Can you and your partner(s) think of another example of how to use describing rather than evaluating?*

## Ideas for Engaging Cooperation with Campers: What do I do when it gets tough?

1. **Give Choices**-give 2 choices you are willing to offer. "Elle, you can pick up your trash now or you can pick up your trash once you have your backpack on. Which one would you like to do", "Mia you can walk with your buddy in our group or you can walk with me."
2. **Try Humor**-maybe try using a funny voice to get attention or when giving a request? Robot voice or country accent..."I sure do like it Sarah when you stay with the group". Avoid sarcasm...kids don't always get it!
3. **Ask the child to help you**- problem solve to come up with a solution. "Let's put our head's together to see if we can come up with some ideas that would be good for the both of us."
4. **Compliments and Praise! (Positive Reinforcement)** "I love how engaged you all were at the station", "I liked how Lilly waited to be called on when the leader was asking questions".
5. **Model the behavior you would like to see...**"Nice job Olivia getting in line when I asked."
6. **Use distraction...**"Oh yeah! We get to go to FIRE next. How much fun and there are flush potties on the way."
7. **Seek out help...Find CORE.** We are ready to help problem solve, take the camper for a break if needed, or call home.

 **ACTIVITY:** *Please discuss in your small group what other things can you think of or that have worked in the past to help with camper engagement?*

## Q & A: Advice... and great ideas from our past leaders and teens

<p><b>How do you get attention from the unit when you are not being heard?</b></p> <ul style="list-style-type: none"> <li>▪ Say "1, 2, 3 eyes on me"</li> <li>▪ Use the quiet sign or quiet coyote</li> <li>▪ "Clapping hands in beat"...then campers will repeat...</li> <li>▪ Raise your hand high or try a gentle whistle</li> <li>▪ Say "if you can hear me clap your hands once..."</li> <li>▪ Tap shoulders of those not listening or make eye contact after tapping shoulder</li> <li>▪ Say "can I have your attention please"</li> <li>▪ Remember not to yell and keep calm...you'll just keep getting louder</li> <li>▪ Ask for help! Ask another leader or CORE.</li> <li>▪ Use proximity... go near the ones not listening or remind them with the quiet sign or point to where the should be focused.</li> </ul>	<p><b>What do you do if you have a difference of opinion with your unit leader or PA?</b></p> <ul style="list-style-type: none"> <li>▪ Keep communication open.</li> <li>▪ Try to compromise on both opinions.</li> <li>▪ Speak respectfully if you need to voice your opinion.</li> <li>▪ Approach them in a polite and calm manner and tell them why you disagree with them.</li> <li>▪ Say "what if we tried it my way first, then if it doesn't work we can try it your way"</li> <li>▪ Away from the earshot of your campers, politely mention your concerns or what you think might work better.</li> <li>▪ Ask "is there a reason you thinking we need to do it that way" OR "are you open to some other ideas?"</li> <li>▪ Find an appropriate time later to tell them how you didn't agree with how things were done.</li> <li>▪ Say "maybe [this] didn't work so well or wasn't a good idea" or "how can we work this out?"</li> </ul>
<p><b>How do I work with the other leader or PA in my unit if we have different styles of leadership?</b></p> <ul style="list-style-type: none"> <li>▪ Take the time to discuss your leadership style or what your strengths and weaknesses are.</li> <li>▪ Discuss what you really like to lead and prefer to not lead... and what you are comfortable and not comfortable with.</li> <li>▪ Talk to each other and keep open communication.</li> <li>▪ Find a way to compromise that includes both of your styles of leadership...you'll both have to compromise and find middle ground.</li> <li>▪ Take turns leading activities or discuss parts of the day you can each lead.</li> <li>▪ Try suggesting ideas that you think might also work or might make it work smoother.</li> <li>▪ Divide the work up...each taking part in leading the group so both styles and ideas are included.</li> <li>▪ Use campers to vote if you have differing ideas of what to do during free time.</li> <li>▪ "Give a little and they should give back a little too".</li> <li>▪ Step away from the campers to discuss things if needed...remember to be respectful to each other.</li> <li>▪ Discuss objectives together, talk about the pros and cons of doing things differently.</li> </ul>	<p><b>How do I deal with a campers if they boss, tease, or bully others?</b></p> <ul style="list-style-type: none"> <li>▪ Pull the campers aside to discuss it quietly.</li> <li>▪ Politely break up the arguments and remind campers we can talk nice to each other.</li> <li>▪ Best to get both sides of the story. Try to discover the cause. Try to work it out...</li> <li>▪ Ask the victim "what's going on?", "are you OK?", "is this an issue?"</li> <li>▪ Talk to the camper doing the bullying and "what's going on", "why did you do that". Discuss feelings between campers when appropriate. "you did [blank] and it made me feel [blank]."</li> <li>▪ Use proximity/ keep a close eye on the problem. Separate campers or create space between them at stations, lunch, etc. Sit with the bully or victim.</li> <li>▪ Discuss how their actions can really cause harm.</li> <li>▪ Report it to the leader, an adult, or to CORE.</li> <li>▪ Tell the victim "it's OK to tell me if it happens or let me know if happens again".</li> <li>▪ Say "that is not nice. It hurts feelings and is not friendly. Please stop!" Or Tell them that "it has to stop or it is not OK to treat our fellow scouts that way."</li> </ul>
<p><b>How do I deal with the camper that that is too clingy or hanging on me?</b></p> <ul style="list-style-type: none"> <li>▪ Set boundaries at the beginning of the week and stick to it. Also, if you are going to allow it from one then allow it from all. It's OK to tell them your boundaries on holding hands, piggy back rides, hugs, etc.</li> <li>▪ Say "sorry but I need a break right now", "I don't want to be touched right now, can you please give me some space?", "sorry you are in my personal bubble and that is too close", "I'm sorry but I'm too tired right now for..."</li> <li>▪ Use side hugs, high fives, or line leaders next to you...</li> <li>▪ Try to make up special hand shakes or fist bumps Pull camper aside and kindly tell them how you are feeling and that "you like them but it needs to stop".</li> <li>▪ Encourage them to be more social with their peers instead of you-PA's/PAs/Adults.</li> </ul>	<p><b>What do you do if your unit only wants to play or do the same thing? What if campers don't want to play the current game?</b></p> <ul style="list-style-type: none"> <li>▪ Tell them you want to share a new and fun game. 'Sell' the game and how much fun it is.</li> <li>▪ Tell them we are going to try a new game and also have the adults, PA, PATs play to help gain interest.</li> <li>▪ Tell them we will get back to your favorite game again soon...</li> <li>▪ Say "It's time to play another game your peers voted on playing. We want to make sure everyone gets a chance to play their favorite game."</li> <li>▪ Have your campers vote on choices, then rotate through top games.</li> <li>▪ Can you run two different games at the same time?</li> <li>▪ Try similar games that were successful.</li> </ul>



**PARTNER PREPARATION: BRAINSTORMING-UNIT/STATION PLANNING FOR THE WEEK OF CAMP:**

 **ACTIVITY:** *Work with your partner or small groups...to discuss these questions to help plan your week and how you will work together in your unit or station.*

<u>Unit Leaders</u>	<u>Station Leaders</u>
<ul style="list-style-type: none"> <li>▪ What ideas do you have for 'get know you games' or icebreakers?</li> <li>▪ How will you make Buddies? Will they change?</li> <li>▪ Group Agreement?</li> <li>▪ What ideas do you have for Unit Free Time games and activities?</li> <li>▪ What outdoor activities, hiking, or nature related activities can you include during free time?</li> <li>▪ What have you done in the past? What are you excited to try?</li> <li>▪ How will your girls give you feedback and choices? Voting, brainstorming, etc.</li> <li>▪ What is your PA's role in your unit? How will you make them feel like part of the team? How about your PAT's?</li> <li>▪ Have you thought about your own "behavior plan"? How are you going to handle difficult campers?</li> <li>▪ What are you good at and look forward to lead/help lead? What are you not so good at and want help leading?</li> <li>▪ What girl incentives or rewards could you use for wanted and unwanted behavior?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How will you use the skill progression to keep to the curriculum in each grade level?</li> <li>▪ Does each camper have to master the skill for it to be successful?</li> <li>▪ How do you make and keep your station fun?</li> <li>▪ Can you let your girls that visit your station have girl-led opportunities? What will it look like?</li> <li>▪ Is there a way the campers can help review and activate prior knowledge at your station?</li> <li>▪ How will you address the different learning styles and abilities at camp? Will all campers learn the same way?</li> <li>▪ What is your PA's role in your station or what can you do to include them when PAs arrive with their unit? How will you make them feel like part of the team? How about your PAT's?</li> <li>▪ How will you handle campers at your unit if they are difficult or not "tuned in"?</li> <li>▪ What are you good at and look forward to lead/help lead? What are you not so good at and want help leading?</li> <li>▪ What girl incentives or rewards could you use for wanted and unwanted behavior?</li> </ul>

*Planning Notes & Ideas:*



## 2017 Volunteer Training Songs & Games

<p style="text-align: center;"><b>7 Years On An Iceberg</b></p> <p>*This is a repeat after me song          7 years on an iceberg          Bumping along with the tide          Nothing to wear but pajamas          Nothing to do but slide          I think it's getting cold out          The wind is beginning to bite          I think I will go out          And hug one polar bear tonight (*hug one person*)  <i>(Substitute with 2,3,4 and then myself)</i></p>	<p style="text-align: center;"><b>Elevator Operator</b></p> <p>I know a girl from Mississippi town (echo)          Makes her living going up and down (echo)          For she's an elevator operator (echo only          "elevator operator")          Easy rider (echo)          Low rider low rider (echo)          Never right or left HU! (echo)</p> <p><i>(you can keep going by substituting the girl with something else)</i></p>
<p style="text-align: center;"><b>A Boy and a Girl in a Little Canoe</b></p> <p><b>Just a boy and a girl in a little canoe</b> / put hands out one at a time then join in the middle  <b>With the moon shining all around</b> / make a circle with one hand  <b>And as they dipped their paddles in</b> / pretend to paddle  <b>You couldn't even hear a sound</b> / point to ear  <i>No sound / wag finger</i>  <b>So they talked and they talked</b> / make talking motion with hands  <b>Till the moon grew dim</b> / make a circle with one hand  <b>The boy said, "better kiss me or get out and swim"</b> / point to cheek then over shoulder  <b>So watcha gonna do in a little canoe</b> / put hands out one at a time then join in the middle  <b>With the moon shining all around</b> / make a circle with one hand  <b>Just a boy and a girl in a little canoe</b> / put hands out one at a time then join in the middle  <b>With the moon shining all around</b> / make a circle with one hand  <b>And as they dipped their paddles in</b> / pretend to paddle  <b>You couldn't even hear a sound</b> / point to ear  <i>No sound / wag finger</i>  <b>So they talked and they talked</b> / make talking motion with hands  <b>Till the moon grew dim</b> / make a circle with one hand  <b>The boy said, "better kiss me or get out and swim"</b> / point to cheek then over shoulder  <b>So watcha gonna do in a little canoe</b> / put hands out one at a time then join in the middle  <b>With the moon shining all a-</b> / make a circle with one hand  <b>Boats floatin' all a-</b> / make a boat with hands  <b>Boys swimmin' all around</b> / pretend to swim  <b>Oh yeah!</b></p>	<p style="text-align: center;"><b>Do Your Ears Hang Low?</b></p> <p>v.1          Do your ears hang low, do they wobble to and fro? / tug at earlobes; wave hands back &amp; forth  <i>Can you tie them in a knot, can you tie them in a bow? / tie an invisible knot; tie an invisible bow</i>  <i>Can you throw them over your shoulder like a continental soldier? / toss something over your shoulder; salute</i>  <i>Do your ears hang low? / tug at earlobes</i></p> <p>v.2          Do your ears stick out, can you waggle them about?          Can you flap them up and down as you fly around the town?          Can you shut them up for sure when you hear an awful bore?          Do your ears stick out?</p> <p>v.3          Do your ears stand high, do they reach up to the sky?          Do they hang down when they're wet, do they stand up when they're dry?          Can you signal to your neighbor with the minimum of labor?          Do your ears stand high?</p> <p>v.4          Do your shorts hang low          Do they touch below the knee          Can you pull 'em up to here and they still go down to there          Can you sit cross-legged and still not feel naked          Do your shorts hang low?</p>

### **Icebreaker Game: "If I was"**

In a circle you can break the ice with some simple circle sharing. Take turns answering these questions.

- If you were a vegetable, what vegetable would you be?
- If you were a candy bar, which candy bar would you be? Share why.
- If you woke up tomorrow as an animal, what animal would you choose to be and why?
- Are you spring, summer, fall, or winter? Please share why.
- If you could be in the movie of your choice, what movie would you choose and what character would you play?
- Are you sunrise, daylight, twilight, or night? Please share why you picked your time of day?

### **Icebreaker Game: Name That Person**

- Divide into two teams.
- Give each person a blank piece of card.
- Ask them to write five little known facts about themselves on their card. Include all leaders in this game too. For example, I have a pet iguana, I was born in Iceland, my favorite food is spinach, my grandmother is called Doris and my favorite color is magenta.
- Collect the cards into two team piles.
- Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

### Get To Know You Game: Shoe Talk

This game is a good indoor game or game that is played best on a drier day...or at camp on a tarp.

1. Split the group into 2 halves.
2. Get each half of the group to line up against opposite sides of the room or hall.
3. Get each person to take of 1 shoe and make a pile of their team's shoes.
4. Get each person from one team to come a select a random shoe from the other team's pile and then find the person that shoe belongs to.
5. Once they have found their match, have a question ready so each person in the pair can ask each other a get to know each other a little bit better. Make sure you don't leave this time too long, but don't make it too short either, give both people a chance to answer.

**Have questions planned and ready to go:**

*Where did you go to school?*

*What is your favorite thing about camp?*

*What is your favorite thing to eat?*

*What is the last movie you watched?*

6. Get the other team to do the same process with the first team's pile of shoes.

### Active Ice Breaker: Mingle Mingle Mingle

This is a good group game to get kids mingling together and to help kids to get to know one another better. It might provide good conversation starters for kids later on.

Get the whole group together. The leader running the game calls out a category question (for example - what is your favorite color?). Everyone in the group would then have to start calling out their favorite color to each other and find the others in the group who have the same favorite color as them.

When a player finds another player who has the same answer as them they then join together (by linking arms) and continue to go round the group looking for more people with the same answer. After a minute or so (completely up to the leader running the game) the leader can call "STOP". Each group needs to call out their answer. If there are two people/groups who have the same answer but are not linked together then they are eliminated from the next round. Or alternatively, to keep everyone involved, you can give each kid five wrapped lollipops or popsicle sticks to start with and if they lose one each time this happens.

Be creative with the questions you ask:

- Favorite pizza topping
- Favorite ice cream flavor
- Favorite TV show
- Favorite band
- Favorite pet animal