Working with Young Campers

*Specialty Track, Session 1*

|  |  |
| --- | --- |
| **AUTHOR(S):** | Asya Gribov |
| **SUMMARY:** | On a mission to become superheroes, participants will solve various challenges in this gamified training about working with young campers. Participants will read and discuss the *Declaration of Children's Rights* by Janusz Korczak. *Submitted by* *Asya Gribov* |
| **TOPIC(S):** | Young Children, Staff Training, Community Building, Historic Jewish Figures |
| **LEARNING OBJECTIVE:** | Participants will gain tools to create bunk rules and community.  Participants experience gamification of education. |
| **AUDIENCE:** | Staff, campers, small to medium size group, all ages |
| **TIMING:** | 75-90 minutes |
| **APPENDICES:** | Handout 1- *Declaration of Children’s Rights* |
| **MATERIALS NEEDED:** | Paper  Markers  Post-its |
| **SET-UP DETAILS:** | AV Set Up |

**Session Timeline & Outline:**

Session Description:

Prior to participating in the workshop, participants receive a secret invitation to the workshop.

The room should be decorated like a secret superhero headquarters. The facilitator should stay in character as the leader of the group in a secret training to become superheroes. Throughout the three sessions, participants are on a secret mission to complete challenges and collect 10 JS tokens. At the end of the sessions, they will be awarded superhero status and the meaning of the 10 JS tokens will be revealed.

As participants enter the room they are greeted with an official message. The facilitator announces:

“You have been selected to participate in a secret mission. Throughout this mission, your wisdom will be challenged, your stamina tested, you will be given the tools and the training to complete the task at hand. At the end, you will be equipped to go out and do incredible things, no less important than the work of Spiderman, Batman, Wonder Woman, and many others who are gifted with special talents and take

matters into their own hands. You are a team. In order to complete this mission, you must collect 10 JS-es. If you are curious, if you are willing, and if you are ready, signal with a thumbs up. Those that are unwilling, shall leave in shame and never return again. I am your guide. There are many more that are part of The Team, and although they cannot be here now, you will hear from them throughout our time together.”

**Mission #1- Remember Everyone’s Names (20 minutes)**

Participants have 20 minutes to memorize all the names in the group.

Participants will introduce themselves by sharing their name in one of 4 ways.

After explaining the 4 choices, give participants a few minutes to decide how they would like to present their name. Explain that the rest of the group will repeat their name in the same way that it is presented to them. Facilitator can demonstrate by introducing themselves in one of the ways.

* Draw your name on a piece of paper (Visual)
* Sing or create a cheer for the name (Auditory)
* Explain the origins of the name (Logical)
* Spell the name out with their body -like YMCA (Kinesthetic)

After everyone has gone, ask one volunteer who thinks s/he remembers everyone’s name to recite all the names in the room.

Congratulations! You have passed the first challenge and you receive your first JS.

JS1 – Na’aseh V’Nishma

**Your Calling (20 minutes)**

“Now turn your attention to the screen. We have a special message for you from the command center.”

Meet superhero Taylor Mali: What Do Teachers Make?

YouTube: <https://www.youtube.com/watch?v=h5yg0u1MkDI>

“You were each selected to be here today, because you possess the qualities it takes to work with young campers. You might not be teachers in the narrow sense of the word, but you are educators, role models, and counselors responsible for not only the safety of young children, but also their development.”

Whole Group Discussion:

* You are not teachers; why did I make you watch this?
* What do you, as a counselor, make? Put on post it and on board.
* What does it take to be you (a counselor working with younger kids)?

Make a list of all of the answers of what everyone brings to the table.

**Mission #2- The Rights of Children (45 minutes)**

“For the next challenge, you must figure out what your mission as a superhero is. If you complete it, you will receive 1 JS. “

Discuss as a group:

* What are rights?
* Why do people need rights?
* What are your rights as a counselor?
* Was there a time your rights were compromised?

Definitions:

Rights: a moral or legal entitlement to have or obtain something or to act in a certain way.

Rights are legal, social, or ethical [principles](https://en.wikipedia.org/wiki/Principle) of [freedom](https://en.wikipedia.org/wiki/Liberty) or [entitlement](https://en.wikipedia.org/wiki/Entitlement). That is, rights are the fundamental [normative](https://en.wikipedia.org/wiki/Normative) rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.

“He cannot be here with us today, for he made the ultimate sacrifice, but he left us with a legacy. Meet Superhero Janusz Korczak.”

Janusz Korczak was a [Polish-Jewish](http://en.wikipedia.org/wiki/Polish-Jewish) educator, [children's author](http://en.wikipedia.org/wiki/Children%27s_literature), and [pediatrician](http://en.wikipedia.org/wiki/Pediatrics) known as Pan Doktor ("Mr. Doctor") or Stary Doktor ("Old Doctor"). After spending many years working as director of an orphanage in [Warsaw](http://en.wikipedia.org/wiki/Warsaw), he refused freedom and stayed with his orphans when the institution was sent from [the Ghetto](http://en.wikipedia.org/wiki/Warsaw_Ghetto) to the [Treblinka extermination camp](http://en.wikipedia.org/wiki/Treblinka_extermination_camp), during the [Grossaktion Warsaw](http://en.wikipedia.org/wiki/Grossaktion_Warsaw_(1942)) of 1942.

<http://en.wikipedia.org/wiki/Janusz_Korczak>

Participants read the *Declaration of Children’s Rights* by Janusz Korczak (*Declaration of Children’s Rights* – Handout 1)

Discussion in small groups:

* Are there any other rights you would like to add?
* Are there any rights you disagree with?
* Is there anything surprising?
* Why do kids need rights – why are adult rights not enough?
* What rights are just for kids/ that adults might not need?

What are the rights of campers?

Participants will work in small groups to write up the rights of their campers on large posters.

After completion, participants will walk around and add post-its with concrete ideas of what they can do to ensure these rights are being protected.

Additional Conversation Questions:

* How can you identify if someone’s right is being infringed upon?
* Should some people in the bunk not have these rights?
* How do you mediate between the individual right and the right of the group?
* What is the difference between rights and rules? How does this compare to what you had been doing previously?
* What is the difference between saying ‘do not hit someone’ and working to ensure other peoples safety?
* What is the difference between ‘dumbing down’ things and explaining them with developmentally appropriate concepts?
* How can this topic be the platform for greater conversations?
* How do we use human rights as a frame of reference in our relationships with others?

You have passed this challenge and receive 2 JS.

JS2- B’Tzelem Elohim and Brit.

“Congratulations! You have completed the missions for today. Until we meet again”