

CORNERSTONE 2018 RESOURCE

Working With Young Campers The Right to Have Fun! *Specialty Track 1*

AUTHOR(S):	Asya Gribov
SUMMARY:	The Right to Have Fun! You will discuss the Declaration of Children's Rights by Janusz Korczak. Using children's books, you will learn about the importance of joy, imagination, mistakes, risks and fun at camp. - <i>Submitted by Asya Gribov</i>
TOPIC(S):	young children; staff training; bunk rituals; historic Jewish figures; community building
LEARNING OBJECTIVE:	Participants will learn how to use children's books to develop programs and teach Jewish concepts to young campers. Participants will gain tools to create bunk rules and community. Participants will understand how to address the specific needs of young campers and to explore the benefits of working with young campers.
AUDIENCE:	group size can vary; staff, specialists, counselors
TIMING:	90 minutes
APPENDICES:	The Rights of Children - Handout 1
MATERIALS NEEDED:	<i>Where the Wild Things Are</i> by Maurice Sendak <i>King Matt the First</i> by Janusz Korczak Large paper, markers, plain paper, color pencils, post-its
SET-UP DETAILS:	No specific location or set up necessary.

SESSION TIMELINE & OUTLINE:

Welcome Icebreaker

Participants stand in two lines facing each other. Facilitator asks a question and each pair discusses until sound of a bell. Participants swap partners.

Questions:

What was your favorite childhood book?

What is a memory you have of yourself as a camper*? (Facilitator can share one own story)

Can you remember a time that you, as a child, were misunderstood by adults?

What was a childhood dream/aspiration you had?

Invite participants to think about first time campers:

What do campers leave to come to camp?

How do they get there? (metaphorically)

Whom do they meet at camp?

What do they do at camp?

What do they miss while in camp?

Where are they going to return to after?

Read:

Where the Wild Things Are

By Maurice Sendak

How is camp a wild, fantastical place for campers?

As counselors, what lessons can we take away from this book?

What lessons can campers take away from this book?

- Imagination
- Fun
- Conquering fears
- Returning home

During the summer, you are the monsters Max comes to visit.

What kind of creature (monster) are you?

If you were an imaginary hybrid-animal character, what animals would make up your creature?

Ex: Monkey tail because I like to fool around, goat head because I am curious, fish body because I like to swim, etc.

Everyone will draw their creatures and share.

Max was a king in the land of the Wild Things. Here is another book about a child king.

King Matt the First

By Janusz Korczak

Read an excerpt from the book where Max protests for children's rights.
Discuss as a whole group:

What are the kids marching for?
What would it be like if kids ruled the world? camp?
How is the children's experience/ perspective different?

Considering Children's/People's Rights

What are rights?
Why do people need rights?
What are your rights as a counselor?
Was there a time your rights were compromised?
How can right be explained to little kids?

Define rights for adults.

Right - a moral or legal entitlement to have or obtain something or to act in a certain way.

How might rights be explained to young children?
Fairness, responsibility, respect

Participants read the *Rights of Children* by Janusz Korczak

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

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/pledges with concrete ideas of what they can do to ensure these rights are being protected. These actions should be as concrete as possible.

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?