

Gender, Sex, & Power at Jewish Summer Camp

MOVING TRADITIONS TOOLS FOR TRAINING YOUR STAFF

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Gender, Sex, & Power at Jewish Summer Camp

Training Agenda

Time	Session
10:00 a.m.	Welcome and Overview of the Day Caroline Rothstein, FJC <i>Shmira</i> Coordinator
10:20 a.m.	Opening Interactive Exercises
10:25 a.m.	Ten Trends to Be Aware of When Thinking About Gender and Sexuality Today
10:55 a.m.	Using the “Gender, Sex and Power Interview Tool” in Staff Training
11:20 a.m.	<i>Break</i>
11:30 a.m.	How to Use the “Mapping Gender and Power” at Camp Tool
11:45 a.m.	Introduce the "Guidelines for Bunk Counselors" and Role Play Examples
12:15 p.m.	Cultivating the “Feel, Think, Act” Response
12:30 p.m.	<i>Lunch</i>
1:15 p.m.	Exploring Gender Specific Conversations about Sex and Sexuality at Camp
1:40 p.m.	Body Respect Campaign
2:10 p.m.	<i>Break</i>
2:20 p.m.	Teaching Positive Touch
2:40 p.m.	Consent and Sexuality Education for Different Ages and Different Genders
3:20 p.m.	Action Planning for Summer 2018 and Beyond
3:45 p.m.	Evaluation and Wrap Up

Purpose:

The purpose of the training is to equip camp directors and senior staff with knowledge and tools to begin to shift the cultures of their camps to make the summer of 2018 one in which campers, staff, and parents are all engaged, in appropriate ways, in the collective vision creating a safe, more healthy, fun and caring harassment-free and sexism-free environment.

Objectives:

By the end of the training camp directors and senior staff will have:

- Explored how gender, power and sex intersect at camp in general and in their specific camps.
- Better understand age and gender considerations for addressing topics on body image, consent and sexuality.
- Identified specific areas of camp life where sexism can be proactively addressed beginning this summer.
- Been trained on how to use specific training tools as part of their staff training which will encourage healthy dialogue on specific issues at camp - body image, touch, romance, sexuality. (Tools are described at the end of this document)
- Participated in creating a 'messaging campaign' for Summer 2018 to communicate the Jewish value of *shmirat ha-guf* to their camp staff, campers and camper families.

The training and training tools have been developed over the past three years by Moving Traditions faculty, Rabbi Daniel Brenner and Rabbi Tamara Cohen in consultation with sexuality educators, social workers, psychologists, and camp professionals. We are interested in learning how this set of preliminary tools will be used by camp directors and educators, as well as what other tools need to be developed, and how camp leaders can work together to address the issues of gender, sex, and power at summer camp.

We will evaluate today's training at the end of the day and at the end of the summer we will ask you to let us know what tools you used, and how the tools and conversation changed things at camp for campers and staff. Plans are in the works for further partnership between the Foundation for Jewish Camp and Moving Traditions to address these issues in the coming years.

Moving Traditions emboldens teens by fostering self-discovery, challenging sexism, and inspiring a commitment to Jewish life and learning.

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Ten Trends in Gender and Sexuality

Preparing for Camp, Summer 2018

1. Dating is no longer an activity that the majority of teenagers engage in.
2. Teens are delaying sexual intercourse but not necessarily sexual activity.
3. Teens are defining their gender in new increasingly non-binary ways.
4. Teens are defining sexual orientation in new increasingly non-binary ways.
5. Teens are more anxious and more depressed.
6. Technology is impacting teens' experience of communication, flirtation, socialization and sexual fantasy.
7. The #metoo movement has increased teens' awareness of harassment, consent, abuse and has shown both the consequences and empowerment that can come from speaking out about personal experiences.
8. Transactional and often aggressive pornography is impacting what teens bring to camp in terms of how they view their bodies, one another, and sexuality in general.
9. Boys are receiving conflicting and mixed messages about masculinity.
10. Girls are being impacted by pressures to be perfect, sexualization, feminism and mixed messages about their bodies and behavior.

Gender, Sex and Power: Interview Tool

Leader:

In a few seconds I am going to ask you to arrange yourselves into groups of four. Ideally in your group of four you will have someone who has experience living in a boys' bunk and someone who has experience living in a girls' bunk in your group.

Why Are We Doing This?

This is part of an action research-based exercise developed by the Jewish non-profit Moving Traditions in collaboration with the Foundation for Jewish Camp to help people who work as counselors and staff in Jewish summer camps to take a closer look at the social environments of their camps. What social experiences are campers encountering as they go from being children to pre-teens to teens at camp? How different are the peer pressures on most boys or most girls? Are there campers that are not "fitting in" to these gender codes? Where do we see sexism or sexual harassment or sexual pressure at camp? When we finish the interviews, we will all be discussing the issues that we identify and try to come up with ways to address them.

What You Will Be Doing?

The group of four will split up into two pairs. One person in each pair will interview the other person. For the first round of interviews we will use Survey #1 which we are passing out now.

As you interview the person, you will be reading aloud from the set of questions below and will be recording the person's answers.

Please note: There are two surveys – survey #1 and survey #2 (we recommend that they are on different color paper) You will be the interviewer for one and be the interviewee for one!

Survey #1

Interview Protocol

Researcher, ask your interviewee:

1. What campers have you worked with:

Boys / Girls / Both / Other

2. What word best describes your gender identity:

Male / Female / Trans / GenderQueer / Transman / Transwoman / Unsure / Other

For the next set of prompts, I am going to read a statement, and I will ask you to respond to the question by telling me a number somewhere between 0 and 10. 0 being totally disagree and 10 being totally agree.

3. At camp most people treat each other with kindness and respect

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

4. Is there a difference in the leadership roles that males and females play at camp?

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

5. Is there a difference b/w the way males and female campers are treated at camp?

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

6. Is there a difference b/w the way males and female staff are treated at camp?

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

7. Is there a difference b/w the way LGBTQ staff and other staff are treated at camp?

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

8. Male campers don't have to fit into "one way" of being a boy.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

9. Female campers don't have to fit into "one way" of being a girl.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
10. How important is it for girls to be seen as "hot" at camp?
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
11. How important is it for boys to be seen as "hot" at camp?
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
12. At what age do campers start worrying about their appearance?
Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16
13. At camp there is no one body type that is seen as beautiful. We celebrate all shapes and sizes. Totally agree is a 10, totally disagree is 0.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
14. At camp people who show off their bodies are rewarded in some ways by their peers. Totally agree is a 10, totally disagree is 0.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
15. The camp rules around dress and appropriate clothing treat boys and girls equally. Totally agree is a 10, totally disagree is 0.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
16. Expectations around prayer or other religious things that happen at camp are fair for campers of all genders.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
17. Many boys say sexist things at camp all the time. It is really a problem. 0 is totally disagree 10 is totally agree
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
18. Many girls say sexist things at camp all the time. It is really a problem.
Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

19. There are campers who engage in playing or teasing that involves grabbing that may be inappropriate.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

20. Counselors respond effectively to campers who engage in playing or teasing that involves grabbing that may be inappropriate.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 or N/A

21. There are specific curse words or put downs that some campers use at camp that other people find offensive.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

22. Say: Do you feel comfortable telling me what words you most commonly hear?

If yes, write words here: _____

23. Staff also use this language amongst themselves.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

24. Staff use sexist language when talking about campers.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

25. Staff at camp are aware of harassment and respond to it effectively.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

26. Sexism is one of the topics that generally gets talked about at camp through a planned discussion or activity.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Fill in the blank:

27. To be popular at camp, many boy campers try to

- _____
- _____

28. To be popular at camp, many girl campers try to

-
-
-

29. One thing/place/activity at camp where campers feel their bodies are judged is:

30. One thing at camp that helps campers feel good in their bodies is:

SAY:

Thank you for sharing your perspective on this important stuff. Now let's switch.

Survey #2

1. Staff at camp have a shared understanding of consent.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

2. Staff know who to go to for help if there is a concern about sexual harassment, coercion, or assault.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

3. Older campers at camp have a shared understanding of consent.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

4. Older campers know who to go to for help if there is a concern about sexual harassment, coercion, or assault.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

SAY:

Now we are going to talk about different ages of campers and the expectations of those ages. Think for a second about the different ages at camp – first-time campers all the way up to the oldest campers.

5. At what age are campers talking about crushes

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

6. Some campers talking about first kisses

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

7. Most campers are campers talking about crushes

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

8. What does 'hooking up' mean at your camp?

9. Some Campers talking about sex acts or hooking up

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

10. Most Campers talking about sex acts or hooking up

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

11. Campers feeling peer pressure to hook up

Circle Age: 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16

SAY:

Now we are back to the agree/disagree questions with 0 being strongly disagree and 10 being strongly agree.

12. Campers tell each other about hook ups.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

13. Campers get encouragement from counselors to have crushes and pursue them.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

14. Campers get encouragement from counselors to hook up.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

15. At camp campers talk a lot about “who wants to hook up with who.”

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

16. At camp everybody knows about everybody else’s crushes or hook ups. There is no privacy.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

17. Most campers are supportive of other campers who talk about crushes or hook-ups with campers of the same gender.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

18. All counselors respond to campers who talk about crushes or hook-ups with campers of the same gender the same way they respond to campers who talk about crushes or hook ups with campers of another gender.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

19. Campers are totally supportive of campers that do not want to participate in the hook-up scene.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

20. Counselors are totally supportive of campers that do not want to participate in the hook-up scene.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

21. Counselors and camp staff are supportive of transgender or gender non-conforming campers.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

22. Campers who are not transgender or non-binary are supportive of transgender or gender non-conforming campers.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

23. At camp there is a good understanding of consent among counselors.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

24. At camp there is a good understanding of the consent among the campers.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

25. What are some of the positive ways that campers interact physically with one another?

26. What are some of the negative or harmful ways that campers interact physically with one another?

27. Campers have a clear understanding of what physical touch is appropriate and what touch is inappropriate.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

28. There are specific activities or times when campers are touching each other in ways that may be inappropriate.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

29. Sometimes staff will massage or hug campers in an inappropriate manner.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

30. Camp is a place where girls experience a positive environment in which to talk about and explore issues of sex and sexuality.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

31. Camp is a place where boys experience a positive environment in which to talk about and explore issues of sex and sexuality

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

32. I am concerned that there are campers who are being pressured to do things sexually that they don't necessarily want to do.

Circle: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

33. Share one (1-3) way(s) that camp is positive in terms of what you learn about sex and sexuality at camp.

34. Share one way that camp is negative in terms of what you learn about sex at camp.

35. What is one thing we could do, in our roles at camp, to have a more positive culture at camp around any of the issues discussed in this interview?

Gender Mapping Tool

Introduction

5-7 minutes

Say:

Today we are going to be speaking about gender codes at camp - how life is different in boys' bunks and girls' bunks and how gender plays a role in areas and activities of camp outside the bunk. We are going to be splitting up into small groups to look at the unspoken messages that campers receive about what it means to be a boy or to be a girl at camp.

We are creating a space where we can talk about gender and when we say that "many" or "most" or "a significant number" of boys or girls do something, we assume that not every boy-identified person is doing this - but "many" or "most" or in some cases, "some" are doing it. And in this discussion, if you think that some patterns of behavior at camp are not gendered at all, you are totally free to express that opinion. Not everything is gendered or based on gender.

Here's an example of the type of small group discussion we are going to have. On a piece of paper will be the words: "Campers are going swimming" and your goal is to write all the things and all the details that you can think of. So....for "swimming" you will start with the questions:

- What is gendered about their behavior when they go swimming?
- What are gender differences in what they are wearing?
 - In their towels?
- What do boys do?
- What do girls do?
- Are there differences...
 - In their ability to listen to lifeguards?
- What are they doing in the water that might be different?
- What are they doing out of the water that might be different?
- An example of a detailed response might be:
 - Well...I've noticed that some boys whip each other with towels.
 - And somebody in your group might say: I saw a girl doing that.

- And then someone would say: I don't doubt that girls have done that, but I see it as a pattern with boys. I have seen groups of boys do it many times.

MAPPING GENDER AT CAMP

Facilitator notes:

- Large Post-Its are placed in places where small groups 8-10 can gather around a post it and contribute to the conversation.
- You might want to set up groups beforehand- possible configurations: By age group they work with, mixed-age groups, mixed groups of counselors and other staff. Mixed gender groups are best.
- Facilitator Guides are passed out to facilitators.

Suggestions for the headers to be put on Large Post-Its (actual number needs to be based on group size)

- In the morning in the bunk
- On the athletic field
- After "lights out" in the bunk
- At the dining hall
- Showering
- Walking from one activity to the next
- Dancing at camp
- On Friday afternoon before dinner
- Color War/Maccabia
- Overnights
- Shirah/Singing/Cheers
- During Shabbat rituals/Tefilla
- Swimming/at the Pool
- On the last day of camp
- Camp Performances
- During free time
- In the popular sports at camp
- On the first day of camp
- Trips outside of camp
- Clean-up in the bunk

FACILITATOR GUIDE

Hi! Here is your assignment: Get three people in the group to help you provoke an honest discussion about camp and the location/place/activity on the large post-it. If you have people in the group who are new to camp – their first summer at camp – ask them to play a role and be an interviewer.

Below you will see 5 questions about boys, 5 questions about girls, and 2 questions about transgender/nonbinary/gender-fluid folks. Have three interviewers...

- *One person to ask questions about boys*
- *One person to ask questions about girls*
- *One person to ask questions about gender fluid/gender queer experience*

BOYS

- What do boys do (in this activity/or at this time of the camp cycle) to get attention?
- What do boys do in order to "be cool" or to "fit in"?
- What do some boys do to provoke counselors or staff?
- What do some boys say – negative or positive - about this space/time/activity?
- What do staff/counselors do that encourages or allows for this behavior?

GIRLS

- What do girls do to get attention?
- What do girls do in order to "be cool" or to "fit in"?
- What do some girls do to provoke counselors or staff?
- What do some girls say – negative or positive - about this space/time/activity?
- What do staff/counselors do to encourage or allow for this behavior?

TRANSGENDER/NONBINARY/GENDER-FLUID

- If you are a camper who identifies as transgender or nonbinary or gender-fluid, what might be challenging for you in this space/time/activity?
- *What challenges would counselors/staff face as they tried to meet the needs of a gender-fluid/queer camper in this space/time/activity?*

- When the groups have completed these questions (estimate 20 minutes) ask each group to pair up with another group and have the interviewers present the post-it to the other group.

FORM GROUPS OF FOUR with 2 people from each group:

Have one person in the group read the question below aloud:

Thinking about these spaces/times/activities, and the ways that a camper might be judged, excluded, or ignored by their peers- what is one thing that you will pay attention to as a staff member?

Have each person give an answer.

(Note for Jewish educators: This is a good time to introduce some Jewish wisdom from Ketubim- "The words of the wise, spoken gently, are accepted." From Kohelet 9:17)

What is one thing that you want to communicate to the campers this summer about the culture that you are trying to promote at camp?

CONCLUSION

Ask 3-5 people to present their message that they want to communicate to campers.

Have senior staff reflect on how the conversation will continue, who they can talk to if they are concerned.

SYNTHESIS

Have one person in the group read this section aloud:

Every Jewish camp has a set of values, either spoken or unspoken, that it is passing on to campers. Rabbi Nachman of Bratslav said:

"If you believe that your actions can break the world, also believe that your actions can fix it."

Thinking about these values and the values of camp, we want to look at the issues that were identified in the survey and develop a values-based response.

Have every person in the group reflect on the survey results that they have been given and then respond to the following set of questions:

- How do we encourage more positive experiences for campers?
- How do we reduce the negative experiences?
- What is one message about camp that you want to convey to campers based on this discussion?

CREATE A SIGN WITH THAT MESSAGE

Places all the signs together on one wall so that people can see the messages. Throughout camp use that wall as a place to remind the campers of the messages and values of camp.

What Conversations Are Appropriate?

Ten Guidelines for Bunk Counselors © Moving Traditions 2018

These guidelines work best when they are modified for each specific camp culture. We ask that as you plan for staff training that you think: How would I modify the guidelines? What policies and procedure do I need to have in effect to support these guidelines? What is missing? How will we convey these during staff training? How will counselors convey these ideas to their campers?

How do we help counselors and campers to be part of a shared process of change at camp that generates new shared norms that offer more respect, dignity, and safety for all campers?

1. Protect each camper's right to privacy

There is very little privacy in a bunk setting. That said, campers need some space to do things that they might see as personal– to go to the bathroom in peace, to change their clothes, and to tend to their bodies' needs in other ways without commentary from other campers. Speak positively about how the bunk values this basic level of personal privacy. It is okay to say, ***"Respect people's personal space."***

If a camper is doing things that are generally considered to be private in a “public” manner, it is your role to reinforce the basic level of personal privacy. One way to convey this is to have campers and counselors create a set of bunk rules on the first night that address this issue among others. This can help give the campers ownership and power over their space which helps them follow the rules.

2. Challenge sexualized and sexist comments that campers or counselors make about campers or counselors

As a counselor it is your role to say that camp is a place where we respect everyone's right to explore, express, and have fun without being judged by either gendered or sexual expectations. Be aware of the way that people who do not conform to dominant gender norms are being talked about. Be aware of how boys and girls who conform more to gender expectations are talked about. Be aware of the ways that actual or assumed promiscuity or any sexual activity is being vilified or glorified. If someone is being talked about, or campers are being ranked, it is okay to say: ***"We don't talk about people that way at camp."*** Engage campers in conversations about this kind of speech and the effect it can have on others.

3. Notice when a camper is using sexualized talk to get attention

Some campers will push boundaries – and start conversations or make public remarks that make other campers feel very uncomfortable. Often this is done to be funny or popular. If you

hear a conversation that has become sexually explicit and is making some campers uncomfortable, it is okay to say: ***"Okay, next topic please."***

Discourage any forms of "sexual competition." If you overhear a camper boasting about a hook-up or sexual act, help that camper to reflect on why they were boasting and think of other ways that they might act after a hook-up. If they continue to do any of the above, bring this to the attention of your direct supervisor or camper care staff because there are likely underlying reasons for this behavior.

What Do You Do When Campers Ask You About Things of a Sexual Nature?

4. Maintain privacy about your sexual experiences or desires

The details of your personal sexual experiences – your current activity and your history – good and bad – are not something that you should be sharing with a child or a teen. If you need to find someone to talk to about your sex life or sexual history, find an adult that you trust. This is also true if you simply have a crush on someone - speaking with a camper about a specific person who you find attractive places indirect pressure on a camper.

You may be tempted to tell a camper about your sexual experiences, but since everyone's journey is different, your story might unintentionally place unrealistic expectations on the camper or induce stress or fear in an unhealthy way. You can always find ways to communicate the camp's values regarding gender and sexuality without speaking of your particular sexual experiences, desires, or fantasies.

For example: if a camper asks a counselor, "Are you a virgin?" "Where did that hickey come from?" "Who do you have a crush on?"

The counselor can answer: **(each camp should fill in the answer for their camp based on their policies, designated staff people, age of campers and staff, etc.)**

Note: This privacy guideline does not imply that you need to be closeted about your sexual orientation or gender identity, just about your sexual behavior.

5. Be conscious of not creating pressure on campers to be sexual

Campers are looking to you for approval. Sometimes younger campers will share a crush or an experience of flirting, or an older camper will tell you something of a sexual nature to try to impress you or to see if you agree with it. Often, social events at camp create an expectation that campers will go with a date and feel pressure to do something with that date that they might not want to do but that seem part of camp tradition. Often, they are looking for your approval. While you may have an instinct to encourage them, your encouragement might actually be experienced as a form of social pressure. When a camper starts to divulge, you might say:

"No one should feel pressure to do something physical that they aren't sure that they want to do." What's most important is that you and the other person are on the same page, are

treating one another respectfully and feel comfortable and safe. And that you're not engaging in any acts that can get you sent home .“

6. Correct misconceptions or falsehoods about sex or sexuality with impersonal responses

If you are in a situation where campers are sharing falsehoods in the moment with other campers regarding simple facts about bodies and sexual activity, you may choose to intervene to simply correct the falsehood. Do this in a way that does not lead to campers interviewing you about your sex life and your attitudes about sex. It is much better to speak in terms of ***"actually, what I learned in sex ed is that _____."***

Learn who else at camp can address these basic issues regarding health – a camper care professional, nurse, or social worker may have expertise in this area and refer the campers to them or get the information yourself from them to share with the camper.

7. Stress friendship and fun as the goal of camp

The best way to reduce the pressure that campers feel to engage in inappropriate touch is to give them ways to positively interact physically with others that have clear boundaries. No one should feel like there is any expectation in terms of engaging in sexual activity or declaring their sexual orientation at camp. For younger campers, they should not have to “like” anyone or express feelings about who they think is attractive.

In particular, it is important to avoid language that assumes that campers are attracted to the “opposite sex” - this creates an unsafe environment for campers who are questioning their sexuality or identifying internally or openly as LGBTQ or who identify as asexual. For older campers they should not feel pressure to have physical contact – touching, kissing, stroking, hugging, etc. – with anyone in an intimate manner.

What Should You Do If You Hear About or See a Camper Engaging in Sexual Activity?

8. Know Your Camp Policies and Discuss Your Concern with Senior Staff

Be sure you know what camp policies about the following: masturbation, sexual activity between staff, sexual activity among campers (which includes hugging, kissing, French kissing, petting, feeling someone else's body with clothes on, putting hands under your own clothes or someone else's).

If there is anything you don't understand or agree with be sure to address it with your supervisor during orientation so you know how to handle situations as they arise. If you hear about campers engaging in romantic or sexual behaviors that are against camp policy, speak to a supervisor about your concerns and get clarity about how you should respond to the specific situation.

9. Take issues of consent, self-disclosures or rumors seriously

If you hear about a camper who is compelling, either by force or through social pressure, another camper to do something of a sexual nature, it is your responsibility to protect the camper under threat. Even if you think that this “might” be happening, you should speak about it with the appropriate staff supervisor as soon as possible. If a camper discloses past sexual abuse to you, first thank them for trusting you, affirm that you believe them and tell them they are safe at camp and you will get them help. Then report it to your supervisor or designated senior staff.

Talk about everyday consent in your dealings with campers. Making sure campers are aware of consent issues in non-sexual situations is helpful.

10. Consider the ways that a camp social worker, nurse, rabbi, or other trusted adult might help you

If you feel like your bunk could benefit from the expertise of a trained staff member who could help you resolve issues and/or address concerns or specific behaviors about sexuality, speak to your supervisor about creating this opportunity. Consider the benefit to you and your bunk of asking for help to address the concerns you have. This is a mark of maturity. You are not expected to have all the answers yourself.

Notes for Jewish educators:

Below are some Jewish value concepts that are connected to the guidelines above:

- Challenge sexualized and sexist comments that campers or counselors make about campers or counselors – tochecha/l’shon hara
- Protect each camper’s right to privacy -reshut hayachid
- Notice when a camper is using sexualized talk to get attention - tochecha/l’shon hara
- Maintain privacy about your sexual experiences or desires - hazneh telech/story of Rav Kahanah (different versions) - derekh erez
- Notice when a camper is turning to you to divulge personal encounters of a sexual nature - eitzah tovah/moreh derekh
- Correct misconceptions or falsehoods about sex or sexuality with impersonal responses – da’at
- Take issues of consent seriously. – haskamah/Rebekkah and Eliezer

Feel, Think, Act

Adapted from a tool developed by Charis Denison

Why This Tool?

One of the reasons that consent education can fail is because many kids today don't have as much opportunity to develop their emotional assertiveness and thus rely on their skills of intellectual assertiveness in complex personal interactions. This often doesn't work in relational situations that aren't about winning or losing and in situations where our rational brain is hijacked by our reptilian brain. For this reason, learning and practicing "Feel, Think, Act" can be very helpful. It also provides a way for individuals to consider how their most familiar responses might be shaped by gender norms and to think critically about whether these responses serve them well.

Here's a short version of the process:

Invite participants to Identify their "fallback positions". Think of a time you were put in an unexpected, surprising, unsafe, or uncomfortable position. For instance:

- When someone disrespects you
- Someone makes you uncomfortable
- You feel unsafe or threatened
- You're faced with a choice that doesn't have a clear "right" answer.

ASK:

- What was your immediate reaction? (Think, Pair, Share)
- How is your reaction related to your gender socialization (what is expected of boy/men, girls/women)?
- How did your reaction serve you or not serve you?

Note that this exercise is meant to help participants gain key information about themselves and how they act in difficult situations. Note that one of the reasons it can make young people crazy when adults tell them to make good decisions is because this assumes that the rational brain is what motivates action for teenagers and young adults. This just isn't true. It isn't true for adults either all the time. That's why it is helpful to know your fallback position.

It is also helpful because you can train yourself to react differently. How? Through a “simple” three step process: **Feel, Think, Act.**

1. **FEEL:** The first thing to do in an unexpected or stressful situation, or when you are faced with a choice that does not have a clear “right” answer, is to check in with yourself to figure out what you are feeling. This could mean stepping outside for a minute, saying you have to go to the bathroom, creating the space to be alone for a few minutes, ideally. Then take some deep breaths and notice what you are feeling in your body. Your body is carrying information for you that your mind hasn’t had access to. What is your body telling you?
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2. **THINK:** Now that you recognize how you are feeling, you can start to think about your options. What do I know is my usual fallback when I’m feeling like this? What are my options? A helpful thing to do here is to think about what are my choices in terms of **asserting my power or surrendering my power.** How do I want to respond?
 -
3. **ACT:** To more deeply explore this, take three large pieces of paper or post its: on one write passive, on one write assertive, on one write aggressive. Use the following definitions:
 - **Passive** – Allowing someone into your space/Allowing someone to make decisions for you
 - **Assertive** – Claiming your Rights/Desires and/or Defending Your Space/Rights/Desires without taking or violating someone else’s
 - **Aggressive** – Invading someone’s space/Violating someone’s rights without their permission

If you have time, you might want to role play a simple situation and have individuals respond to it in all three ways.

Make a copy of the following quote and pass it around and discuss it/or write it up on a board or sheet of paper and discuss its implications:

“Every choice you make either acquires or surrenders power. Not making a choice, is a choice. We must educate others how to treat us.” – *Charis Denison*

Sex at Camp: Staff Relationships with Other Staff Members

A Discussion for Senior Staff

Have your senior staff review the following guideline:

“There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions . . . Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided. Further, these relationships are often less consensual than the individual whose position confers power or authority believes. In addition, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a sexual or romantic involvement, this past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.” (*excerpt from Stanford University’s administrative handbook*)

Questions for directors and other senior staff to consider:

- How are you communicating your responsibility and your role in creating a professional work environment?
- What concerns do you have about the way that senior or supervisory staff interact with other staff?
- What protections are in place to ensure that senior staff members do not manipulate others or coerce others?

Staff Relationships with Other Staff Members

Potential approaches to Staff/Staff relationships:

1. “There is no sex at camp” - Forbid all relationships and all public displays of affection
2. Sanction some relationships (marriages, long-term relationships) and allow for some public displays of affection (e.g. Hand holding)
3. Allow for relationships with “peers” in the work environment (demarking certain senior staff and supervisors as outside of that group)

4. Allow for relationships under a specific management level
5. Allow for relationships
6. Allow for and support healthy sexual relationships

Questions for your senior staff:

What best defines our current camp policies? Do staff act in accordance to the policy? Why or why not? Are we failing to communicate the policy effectively? Is there a difference between our official policy and our values?

Supports for Staff Relationships

- Create space for open conversations
- Create alternatives to ‘night-off’ drinking situations
- Provide counseling for relationships issues – hook ups/break-ups
- Provide basic sexual health services

"By allowing our staff to be as open as they would like to be about their relationships, we have created an environment where they feel more able to seek help from both supervisors and peers. Even though there was no reason for staff to feel hesitant to approach me with relationship questions in the past, the sense that there were times and places where even disclosing the existence of a relationship was taboo led to some staff feeling like it wasn't my job to support them in this way (for me and our approach to staff support, I don't want them to think this way). Taking some of the secrecy out of the inevitable relationships that form at camp has resulted in many more frank conversations with myself and the other directors about the full range of needs of our staff, which has both strengthened their trust in our leadership and allowed us to intervene sooner if a problem develops." - *Natalie Roberts-Day, YMCA Camp Kitaki*

Questions:

- What supports do we currently provide?
- What supports might we provide to create a healthier environment at camp?

Body Respect Campaign

Say:

The name of this session is BODY RESPECT. BODY RESPECT is a translation of the Hebrew phrase Shmirat ha-guf, which means to watch over or care for one's own body. At camp, it is a value that we respect our own bodies and the bodies of everyone else at camp.

Divide into small groups and give each group one of the phrases below. Have the group design a poster with the phrase.

Option #1:

- Every BODY deserves Respect
- Every BODY is cared for
- Every BODY is beautiful
- Every BODY sets their own boundaries
- Every BODY goes at its own pace
- Every BODY is learning
- Every BODY needs some privacy
- Every BODY is different

Option #2:

Have different small groups work on a “Every BODY deserves respect” campaign. They can make it site specific to different areas of camp. i.e. “Every BODY deserves respect on the athletic field” or “Every BODY deserves respect in the dining hall.”

Teaching Positive Touch

SAY:

There are places on a camper's body which are no-touch places – a camper's private parts, thighs, behind, chest, or mouth. But there are also three places that at camp, can be good, “positive touch” places:

- The hands
- The upper arm and shoulder
- The back

How we make physical connections as staff and counselors to those areas is important, and should be sensitive to the different needs of campers and the different comfort level of campers. In this session we are going to play a game where we will get advice from different teams about different ways we can use positive touch that involves the hands, the upper arm, and the back.

This is a game that can be played with teams of 2-people each. Give two pairs one of the following prompts and have them compete to give the best advice on the topic they receive.

SAY:

Show us how to do that physical touch in a positive way, give us a little advice about how staff should give this physical touch to a camper.

- A high-five
- A two-handed high-five
- A fist bump
- An upper-arm touch
- A side hug – one arm over someone's entire back
- A full hug with verbal consent

Once you have had pairs explore all of these touches, have everyone work with a partner and run through all the advice that they heard and give positive touches to one another with that advice. If you want to make it easy, call out the six different positive touches and allow people to do them all. Tell folks that it is okay for someone to say that a certain touch makes them feel uncomfortable and to suggest an alternative type of appropriate touch.

Educating Campers to Prevent Abuse

Adapted material from Guidelines for Comprehensive Sexuality Education

Key Concept:

Everyone has the right to maintain boundaries that will prevent or stop sexual abuse, assault, violence and harassment; no one should coerce, abuse or assault another person.

- Read over the list.
- How do you need to revise this for your camp setting?
- How do you/will you teach this to counselors/unit heads?
- Do you/How do you/will you communicate about this to parents?
- Which of this this information, if any, should counselors should share with campers?

Developmentally Appropriate Messages for Campers Ages 5-8

1. One's body belongs to oneself.
2. There are parts of one's body that are considered private, including one's mouth, nipples, breasts, chest, penis, scrotum, vagina, vulva and buttocks.
3. No one should touch the private parts of a child's body except for health reasons or to clean them.
4. Children should not touch the private parts of other people's bodies.
5. Child sexual abuse is when someone touches the private parts of a child's body without a health or hygiene reason, or when someone asks a child to touch or look at the private parts of the adult's body.
6. Everyone has the right to tell others not to touch their body.
7. Sexual abuse can happen to boys and girls.
8. Most people would never abuse children.
9. If a child experiences unwanted or uncomfortable touching or any other uncomfortable sexual situation even if there is no touch, they should tell a trusted adult even if they were told to keep it a secret.
10. A child is never at fault if a person – even a family member – touches him/her in a way that is wrong or uncomfortable.

Developmentally Appropriate Messages for Campers ages 9-12

1. Sexual abuse is very common, even though many people don't want to talk about it.
2. Sexual abuse is most often committed by someone the child knows.
3. An abuser can be an adult, a teenager, or child, and can be male or female.
4. Most sexual abuse involves some kind of secrecy, bribery, trickery, threat, or force.
5. If a child experiences unwanted or uncomfortable touching, he/she should tell a trusted adult; if that adult doesn't believe or help him/her, the child should tell another adult, and keep telling until someone helps.
6. Sexual abuse may or may not involve touch.
7. When people are sexually abused they can have many conflicting emotions including feeling confused, angry, scared, guilty, ashamed, alone, worthless, depressed, and helpless, or feeling special, wanted, loved, needed, and cared for.
8. There are many people who can help young people who have been abused, including school counselors, teachers, doctors, rabbis, and police.
9. Although chatting or meeting people online can be fun, individuals should be cautious because some people use the Internet to trick young people into sexually abusive situations.
10. Sexual harassment is unwanted and uninvited sexual attention such as teasing, touching, or taunting.
11. Sexual harassment is against the law.
12. This camp's sexual harassment policy is:

Developmentally Appropriate Messages for Campers ages 12-15

1. Sexual abuse involving touch can include kissing, an abuser touching "private parts," touching the abusers "private parts," being asked to touch one's own "private parts," or engaging in vaginal, oral, or anal intercourse.
2. Sexual abuse not involving touch can include being shown pornographic movies, magazines, websites, or other materials; taking photos, videos, or other recordings; or watching sexual acts.
3. Sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person.
4. No one should coerce another person into engaging in any type of sexual behavior.

5. Sexual assault is a person forcing another person to have any type of intimate sexual contact.
6. Sexual assault can occur with physical or psychological force.
7. When sexual assault involves penetration of the vagina or anus it is called rape.
8. Both boys/men and girls/women can be sexually assaulted, although it is more commonly reported by girls/women.
9. People who are sexually assaulted are never at fault.
10. Sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape.
11. Sexual assault is a crime.
12. Tools that can help protect individuals in potential sexual assault situations include learning self-defense techniques, assessing whether a situation may be dangerous, avoiding alcohol and other drugs, and developing assertiveness skills.
13. Not all sexual abuse, assault, violence, and harassment can be prevented.
14. Domestic violence is psychological, physical, and/or sexual abuse between people in an intimate relationship who are dating, living together, or married. Psychological, physical, and/or sexual abuse between people who are dating is also known as dating violence.
15. Many people who commit sexual abuse, assault, or domestic violence experienced abuse at some point in their lives.
16. Many community resources can help individuals who have survived sexual harassment, assault, or other forms of violence.
17. At camp, you can _____ for information on sexual abuse, sexual assault, domestic violence, or sexual harassment.

Communication and Assertiveness

Adapted material from Guidelines for Comprehensive Sexuality Education

Key Concepts:

Communication includes sharing information, feelings and attitudes with others.

Assertiveness is communicating feelings and needs while respecting the rights of others.

- Read over the lists.
- How do you need to revise this for your camp setting?
- How do you/will you teach this to counselors/unit heads?
- Do you/How do you/will you communicate about this to parents?
- Which of this this information, if any, should counselors should share with campers?

Developmentally Appropriate Messages for campers ages 5-8

1. People communicate in many ways.
2. People speak, write, sign, or show how they feel with their facial expressions and body language.
3. Communication is necessary in human relationships.
4. Everyone, including children, has rights.
5. Telling trusted people about one's feelings and needs is good.
6. Asking is often the first step to getting what one wants or needs.
7. Children sometimes have to do things they don't want to do because their parents or other adults say so.

Developmentally Appropriate Messages for Campers ages 9-12

1. People often communicate their feelings with nonverbal messages.
2. Sometimes when two people talk they do not understand each other.
3. People can learn to communicate more effectively.
4. Being assertive means expressing what one wants or saying how one feels without hurting or overpowering others.
5. Assertiveness is a skill that can be learned and improved.
6. Being assertive may include repeating, offering a compromise, and/or walking away.

7. Being assertive does not ensure that people will always get what they want.
8. Being assertive is different from being aggressive.
9. Negotiation is a way to compromise without using guilt, anger or intimidation.
10. Effective negotiation requires skills including: observation, body language, verbal communication, empathy, identifying all options, reaching mutual agreement.
11. Something the best help comes from a good listener.
12. Asking for help is usually a wise decision.
13. Some problems need time to resolve.

Developmentally Appropriate Messages for Campers ages 12-15

1. People have the right to express how they feel; disagree with others; refuse a request; and expect to be treated fairly and not be intimidated.
2. Being assertive can help people choose between the actions they believe are best and behaviors their friends pressure them to do.
3. Behaviors that help people be more assertive include: being honest; being direct; communicating feelings and needs as they come up instead of waiting; using assertive body language; speaking for oneself; and taking responsibility for one's feelings and needs.
4. Failure to be assertive may cause one to feel angry or ashamed and, as a result, to act aggressively.
5. People may choose not to be assertive in certain situations.
6. Some girls have been taught not to be assertive in general or particularly with boys or men.
7. It may be difficult for individuals who feel that they have less power in a relationship to be assertive.
8. Being assertive in sexual situations may be especially difficult.
9. Individuals always have the right to refuse any person's request for any type of sexual behavior.
10. To negotiate one must decide what trade-offs can be accepted and what issues cannot be compromised.
11. Teenagers who date need to learn to negotiate decisions about sexual behaviors and limits.

12. It may be difficult for individuals who feel that they have less power in a relationship to negotiate effectively.
13. Many relationship and sexual concerns can be resolved through negotiation.
14. If people fail to reach an acceptable compromise even after negotiation, they may decide to walk away from the situation.

Developmentally Appropriate Messages for Campers ages 15-18

1. Good communication is essential to personal and work relationships.
2. Communication about sexual feelings, desires, and boundaries can improve sexual relationships.
3. Communication (verbal and non-verbal) is necessary to assure consent for a sexual relationship and any sexual behavior.
4. There are several types of communication including assertive, aggressive, passive, and passive/aggressive.
5. Assertive communication is most effective for stating one's needs without hurting or overpowering others.
6. It may be difficult always to be assertive.
7. Assertiveness skills can be practiced and improved throughout one's life.
8. Adults may be assertive in their personal and work relationships.
9. Sexual partners may need to assertively communicate their needs and limits.
10. Manipulation, trying to unfairly control someone's decision or behavior without consideration of their feelings or needs, is different from negotiation and is problematic.
11. Negotiations that involve ultimatums or threats are often less effective in addition to likely being abusive.

Sexuality Through the Camp Lifespan

What to Expect

Childhood (4-8 yrs.)

- Childhood sexual play (playing doctor)
- Gender role learning continues ("Act like a boy/girl")
- First sexual vocabulary learned ("bathroom language")
- Initiates questions about pregnancy and birth
- Begins to distinguish acceptable vs other behavior
- Practices gender role expectations (play house/married)
- Increase interest in masturbation
- Becomes modest about his/her own body
- Media influence of gender roles begins
- First non-family social experiences
- Possible awareness of sexual orientation

Early Adolescence (9-11 yrs.)

- Puberty often begins
- Fertility may begin (possibility of pregnancy)
- Increase in general self-consciousness
- Increase in masturbation (often boys hear about it from peers/ girls discover it through self-exploration)
- Closeness of same sex friends (homosocial activity)
- Possibility of body exploration with other boys/girls
- "Crushes" develop
- Possible awareness of sexual orientation

Adolescence (12-18 yrs.)

- Puberty commences for some / continues for others
- Fertility begins (possibility of pregnancy)
- Greater interest in sexuality (all aspects)
- Possibility of masturbation (sharp increase for males)
- Dating/hook up experiences begin
- Greater awareness of sexual orientation / "coming out"
- Possibility of sexual intercourse
- Possibility of birth control decisions
- Strong needs for independence
- Often both hetero and homo sexual experimentation

Adapted from: Positive Images: A New Approach to Contraceptive Education by Brick and Cooperman, 1986

Action Plan

Five Questions Moving Forward

1. Which of the tools you learned about today are you planning to use in your upcoming staff training?
2. If you had more time for staff training, which might you use?
3. Who do you need to talk to make this happen?
4. Who do you need to communicate with (board, parents, senior staff) to let them know that this is on your training agenda?
5. Who else at camp should be involved in an ongoing conversation to change camp culture in terms of gender, power, and sex?