

OVERNIGHT CAMP SUPPLEMENT #1

GOING TO BED AND WAKING UP

BIG IDEAS

- The ways in which campers start and end their day can have a significant impact on their entire camp experience.
- Campers' needs and disabilities need to be considered during these critical parts of the day.
- Setting up routines and anticipating challenges will go a long way in ensuring a smooth beginning and end to the day for all campers.
- Many of these transitional strategies can be applied to other parts of the day.

MATERIALS

- Chart Paper/Butcher block paper
- Markers
- Post-it notes
- Scissors
- Construction paper
- Tape/Glue

ACCESSIBILITY CONSIDERATIONS

- If some staff members are blind or visually impaired and can't see the questions, read them out loud.
- Not everyone can successfully write on or navigate large poster paper. Provide Post-it notes so people have the option to write on a smaller piece of paper and stick it on the chart/butcher block paper.
- Speak with the assumption that some of the staff members may have disabilities.

ACTIVITIES

1. **Butcher Block Brainstorming:** In advance, hang up four pieces of chart paper/butcher block paper around the room. The headings on each are:
 - a. How do you try to settle down at the end of a day? (Example: read a book)
 - b. What are the things you need to do to prepare for bed? (Example: brush teeth)
 - c. How much time do you need to complete all of these things? (15 minutes? An hour?)
 - d. What gets in your way when preparing for bed - what could derail you? (Loud noise? Too many other things to do?)
2. **Small Groups:** Divide the staff members into four groups. As a group, ask them to write down on a piece of paper one thing from each piece of chart paper. This will create one full bed-time routine, based on different people's needs and preferences. Make the connection that this is basically what we are doing in a bunk of children -

figuring out ways to combine different needs in ways that will work for everyone. Based on the 4 things on your paper (with one thing from each chart), what could an evening routine look like? How can you try to be proactive around the thing that can derail that routine?

3. Whole Group Sharing: Each small group will share their ideas of what their evening routine could look like in order to help make all campers successful.

OPTION: Staff members can do a variation of this same activity with their campers, so together they can create an evening routine that will work well for them.

3. This or That? Utilizing “This or That,” staff members will place themselves somewhere on the continuum depending on to what extent they like one thing over the other. The facilitator will say the statements below, one at a time. Once everyone places themselves somewhere on the continuum, ask if anyone would like to share more about why they chose what they did, or what they like/don’t like about that. Then move on to the next “this or that” question.

- Waking up to music or an alarm?
- Being woken up by a person or a clock/phone?
- Having extra time in the morning, or rushing to get out?
- Waking up late or waking up early?
- Getting things ready the night before (clothes, supplies, etc.) or doing it in the morning?
- Morning person or a night person?

4. Discussion: Reflect with the staff members on just how many differences there are amongst their morning preferences. And yet, in a bunk setting, we need to find ways to get everyone up and out on time while also taking into account that some people need to start their day a little differently.

5. Small Groups: Divide staff members into smaller groups and ask them to create a morning routine/ritual for their campers. How can that routine be adapted for campers who need something a bit different? Alternatively, if it is already part-way through the summer, have the small groups describe what their wake-up routine looks like and whether or not they think it works for every camper. The small group can then work together to come up with modifications to that routine.

OPTION: Staff members can do a variation of this same activity with their campers, so together they can create a morning routine that will work well for them.

NOTE: Have a plan for how you prepare campers for times these routines need to change (because of a special activity, etc.). Talk to campers about what will be different, change the visuals if necessary, take time to explain what is going to happen next, etc.