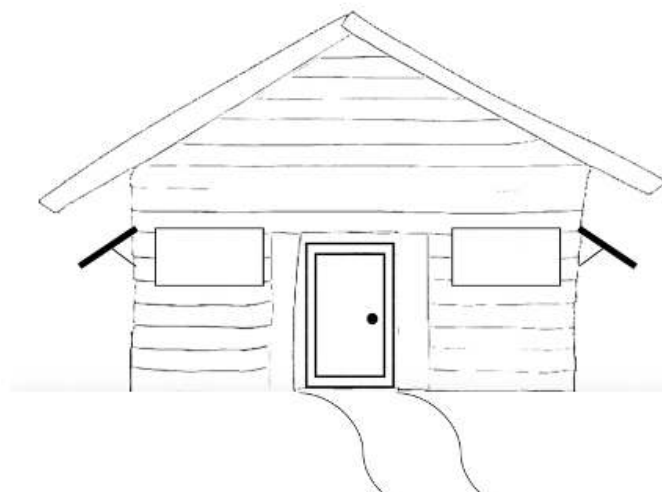


# BUILDING A BRAVE BUNK

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<b>SUMMARY:</b>	This program delves into what creating a “Brave Bunk” can look like at camp (based off of the poem “An Invitation to a Brave Space” by Mickey ScottBey Jones)
<b>TOPIC(S):</b>	Trust, respect, open communication, and confidence
<b>LEARNING OBJECTIVE:</b>	Through this series of activities your bunk will learn the skills necessary to create a brave space.
<b>AUDIENCE:</b>	Ages 8 and up This program is intended for an entire bunk group
<b>TIMING:</b>	These activities will be most beneficial if completed within the first week of camp
<b>APPENDICES:</b>	Building a Brave Bunk Part 1-Trust, Part 2 Respect, Part 3 Open Communication, Part 4 Confidence, Brave Bunk Puzzle, “An Invitation to a Brave Space”
<b>MATERIALS NEEDED:</b>	Brave Bunk puzzle Quote from “An Invitation to A Brave Space”
<b>SET-UP DETAILS:</b>	Dependent on each activity

## **GOAL:**

The goal of this program is to emphasize the importance of social and emotional health, specifically relationship building skills. Coming to camp can be a difficult transition and some campers may have more difficulty with this change than others. “Social and emotional learning (SEL) enhances [campers] capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (from casel.org). Building this brave bunk will allow campers to feel more at ease in their new surroundings and give them the space to grow, while ensuring their bunk is a community that will accept them as they are. Completing these activities will strengthen the relationships between campers, their bunkmates and their counselors. With the support of their new bunk community campers will maintain and strengthen their social and emotional health.

## **SESSION TIMELINE & OUTLINE:**

These activities should be completed within the first week of camp. With co-counselors, find a time to complete each of these four activities. This could be during rest hour, before bed or any other down time. Each activity can be completed in about 45 minutes or less.

Discuss each of the following steps as a bunk:

### **STEP 1: EXPLAIN WHAT A BRAVE SPACE IS**

- Read an excerpt from “An Invitation to A Brave Space” poem.
- Discuss how just because we are saying we are in a brave space, does not mean that it IS. We must work together to build this brave space.

### **STEP 2: HOW DO WE MAKE OUR BUNK BRAVE?**

- We want our bunk to be a place where we all feel at home.
- What are some things that could help make it feel that way?
- Some important aspects of a brave bunk include: Trust, Respect, Open communication, and confidence.

### **STEP 3: INTRODUCE CONSTRUCTION ZONE PUZZLE**

- This puzzle is how we will track our progress on the way to becoming a brave bunk.
- When we complete the trust activity we will add the roof.
- When we complete the Respect activity we will add the door.
- When we complete the open communication activity we will add the window.
- When we complete the confidence activity we will add the walkway.
- When the puzzle is complete, hang it up in the bunk!

### **STEP 4: DEBRIEF**

- Our puzzle is complete, now what?
- In what ways do you feel more connected to your bunkmates?
- What is something you are more aware of after completing the activities?
- How did you feel placing each piece on to the bunk?
- How do you feel seeing the bunk completed?

### ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

When discussing what they feel makes a bunk like home, if a value stands out to them that is not addressed in these activities you could add an activity that further addresses that value and connect it to a different part of the bunk on your Brave Bunk Puzzle.

- Each activity can also be completed independently
- This can also be used as a bonding activity for counselors during staff week

## TRUST ACTIVITY

<b>SUMMARY:</b>	Each participant will be divided into a group of 4, among the group each individual will be given a role to play. Together they must problem solve to navigate the obstacle course
<b>TOPIC(S):</b>	<ul style="list-style-type: none"><li>□ Trust Building</li><li>□ Problem solving</li></ul>
<b>LEARNING OBJECTIVE:</b>	This activity aims to allow participants to work together and problem solve in order to complete the obstacle course. The goal is that the participants will gain trust in each other as they work their way through the obstacle course relying on one another.
<b>AUDIENCE:</b>	Ages 8 and up - obstacle course can be altered depending on the age of participants, Large groups
<b>TIMING:</b>	45 minutes
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>□ Blindfolds (one per small group)</li><li>□ Any materials that are available to you, for example: Hula hoops, cones, ladders, steps, etc.</li></ul>
<b>SET-UP DETAILS:</b>	<p>This activity is best done in a large open space; outdoors or a gym would work best</p> <p>Using the materials that are available create an obstacle course to your liking for the participants to navigate through</p>

### SESSION TIMELINE

00:00-00:10 - SET UP

00:10-00:40 - ALLOW EACH GROUP TO GO THROUGH THE OBSTACLE COURSE

00:40-00:45 - DEBRIEF

## **OUTLINE:**

### 00:00-00:10- SET UP

- Create an obstacle course
- Using cones or hula hoops, ladders, tunnels, steps etc.
- Be sure to have a variety of different objects to create a challenge.
- Be creative with your resources.

Divide participants into small groups

- Each group should consist of 4 individuals.
- Each individual will take on a role; you can choose if you wish to assign the roles or let them choose. For example:
  - Participant 1: Blindfolded
  - Participant 2: Can only hum
  - Participant 3: Can only speak in Rhymes
  - Participant 4: Guide to participant 1 but cannot speak at all

### 00:10-00:40- ALLOW EACH GROUP TO GO THROUGH THE OBSTACLE COURSE

- Participant 1 will have to navigate through the designed obstacle course blindfolded. Participant 4 will be there to hold participant 1's hand or be there to support them however they need while remaining silent.
- Participant 2 and 3 will be at the end of the course using their words and hums to help instruct Participants 1 through the course.
- Allow each group to go successfully finish the obstacle course.

### 00:40-00:45- DEBRIEF

- Ask someone to share their experience in the role they were in. Try to get at least one person from each role. How did it feel to be blind folded? Only able to hum? Only talk in rhymes? Not be able to speak at all?
- What strategies worked to navigate the obstacle course?
- How did you trust each other in ways you never have before?
- How does this activity play a role in our bunk?

## **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

To create more of a competition, you can use a stopwatch to time how long it takes each group to make it to the end.

When creating the physical obstacle course be sure to cater it to the age of participants.

## OPEN COMMUNICATION ACTIVITY

<b>SUMMARY:</b>	Using only the instructions given, one team member will make a peanut butter and jelly sandwich.
<b>TOPIC(S):</b>	Communication skills
<b>LEARNING OBJECTIVE:</b>	Participants will learn the importance of openly communicating with their peers
<b>AUDIENCE:</b>	ages 10+, smaller groups would work best
<b>TIMING:</b>	20 minutes
<b>MATERIALS NEEDED:</b>	Bread, peanut butter (or other type of nut butter), jelly, knife, plate, napkins
<b>SET-UP DETAILS:</b>	This activity happens best around a table, dining hall or picnic table area

### SESSION TIMELINE & OUTLINE:

00:00-00:05: INTRODUCE THE ACTIVITY AND ASSIGN ROLES

00:05-00:15: SANDWICH MAKING

00:15-00:20: DEBRIEF

00:00-00:05: INTRODUCE THE ACTIVITY AND ASSIGN ROLES

Set up

- Divide participants into small groups (about 4 or 5)
- Assign one group per table
- At each table place a set of materials

Explain the rules

- One participant will be the sandwich maker
- The other participants will tell the sandwich maker what to do
- The sandwich maker will only do exactly what they are told
  - For example, “pick up the bread” would be pick up the entire loaf
  - Another example “put jelly on bread” would result in placing the entire container on top of the loaf of bread

### 00:05-00:15: SANDWICH MAKING

Start activity

- ❑ On the count of three, the groups can begin making their sandwiches
- ❑ Allow each group to make their sandwich

### 00:15-00:20: DEBRIEF

- ❑ How did it feel to be giving the instructions?
- ❑ How did it feel to be the sandwich maker?
- ❑ How can we bring what we learned back into the bunk?

### **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

- ❑ Any kind of sandwich can be made to modify for food allergies or dietary restrictions
- ❑ This activity could be done as a race, make two teams and whichever teams makes the sandwich first wins!

## CONFIDENCE ACTIVITY

<b>SUMMARY:</b>	Using sticky notes or small pieces of paper everyone will go around the room and write anonymous compliments or positive notes about each person. Then participants will be paired up and the partner will read the notes aloud to the person they are about
<b>TOPIC(S):</b>	Confidence
<b>LEARNING OBJECTIVE:</b>	After hearing all of the positive words written from your peers, the goal is that it will make each person smile and feel better about themselves.
<b>AUDIENCE:</b>	Ages 8 and up, larger groups work best
<b>TIMING:</b>	30 minutes
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>❑ A piece of paper with each participant name on it</li><li>❑ Sticky notes</li><li>❑ Any writing utensil</li></ul>
<b>SET-UP DETAILS:</b>	Any room that allows enough space to move around  Each piece of paper/ envelop should either be placed in a circle on the ground or hanging up on the walls of the room

### **SESSION TIMELINE & OUTLINE:**

00:00-00:05- SET UP PAPERS AROUND THE ROOM

00:05-00:15- WRITING NOTES TO EACH OTHER

00:15-00:25 - READ NOTES ALOUD

00:25-00:30- DEBRIEF

00:00-00:05- SET UP PAPERS AROUND THE ROOM

- Write each participants name in big letters at the top of a piece of paper and place it either hanging on the walls around a room or in a circle on the floor
- Have a lot of sticky note and writing utensils available
- Instructions
- Explain to participants that they will be writing anonymous notes to one another and sticking it on the piece of paper. These notes can be compliments, something they admire about an individual, or thanking them for something they did. Encourage them to be as creative and heartfelt as they can while keeping it positive.

00:05-00:15- WRITING NOTES TO EACH OTHER

- Have all participants take about 10-15 minutes to go around to each name and write a note or two.
- Try to gauge how the activity is going (whether 10-15 minutes is too long or short)

00:15-00:25 - READ NOTES ALOUD

- Once everyone has finished writing their notes, have them retrieve their paper with sticky notes.
- Partner everyone up and have them trade papers so no one is holding their own notes.
- Have the participants read aloud the notes to each other.
- Once hearing all the messages out loud have them trade back so each person can keep their compliments.

00:25-00:30- DEBRIEF

- How did it feel writing notes to each other?
- How did it feel hearing the notes read aloud to you?
- How can we bring what we learned back into our bunk?

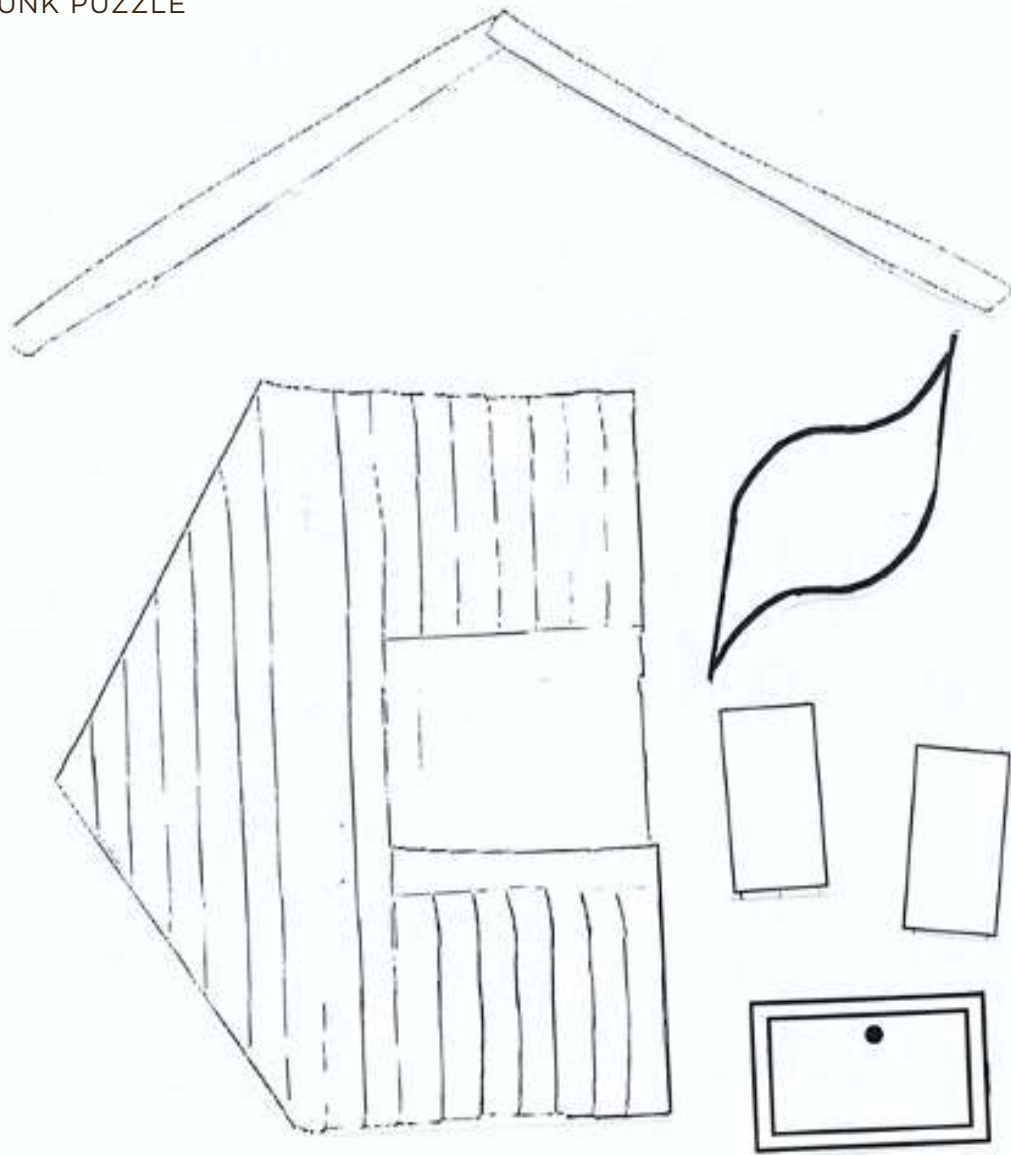
**ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

If you are nervous about some participants getting more notes than others, consider participating yourself and writing some notes or assigning the participants to each name like a station rotation and tell them when to switch.

If you do not have sticky notes, this also works with scrap pieces of paper and envelopes.

## APPENDIX

### BRAVE BUNK PUZZLE



Invitation to a Brave space quote:

**“THIS SPACE WILL NOT BE PERFECT.  
IT WILL NOT ALWAYS BE WHAT WE WISH IT TO BE.  
BUT  
IT WILL BE OUR BRAVE SPACE TOGETHER  
AND  
WE WILL WORK ON IT SIDE BY SIDE.”**

- MICKEY SCOTTBAY JONES