

# CIT/SIT TRAINING CURRICULUM

AUTHOR: LEXI DOCKMAN

## SESSION 1

### STEP 1: STATIONS FOR SELF-EXPLORATION (20-30 MIN)

Participants can choose which stations they would like to go to and can switch stations freely.

1. Yoga/stretching/meditation
2. Adult coloring pages
3. Talk it out (conversation starters)
4. Sport/exercise
5. Sleep/quiet time
6. Games- cards or other board games

### STEP 2: LARGE GROUP DEBRIEF

Invite group to sit in a large circle in order to reflect/share what they have just experienced in the stations for self-exploration. Debrief questions may include:

- Which activities were you the most drawn to? Why?
- Which activities did you avoid? Why?
- How did you feel coming into this space before we began? How do you feel now?
- Why do you think that we did this activity?

### STEP 3: WATER CUP ACTIVITY

Supplies needed per person:

- 1 empty cup
- 1 cup filled with water

#### DIRECTIONS:

- Each CIT/SIT will sit with 1 empty cup and 1 full cup of water in front of them. They will each pick a slip of paper out of a hat which will have a feeling written on it (Ex: Happy, stressed, sad, content, etc...).
- The leader of the activity will then read off scenarios that would happen in camp. After each scenario is read, each individual will decide how much of their feeling (the slip of paper they chose) they would feel during this situation. If they felt this feeling they would pour some of the water from their full cup into their empty cup. Depending on how much they think they would feel that way they can pour a small, medium, or large amount of water into the empty cup.
- Before beginning the scenarios the CIT/SIT's will be given the instruction that if their empty cup begins to overflow with water/ their emotions, they are to call out for help.
- While reading the scenarios, you will get to a point where someone has to call out for help. When this happens you will pause and allow them the opportunity to pause and figure out that they can help their

peers out by taking some of the water from them. If they do not come to this conclusion on their own you can prompt them to do so.

- You can continue to read scenarios or you can start to debrief.

### PROMPT EXAMPLES:

One of your campers goes missing.

You are solo for the day/ it is your cos day off.

Your cabin is late to an activity.

There are cliques/exclusion/bullying happening in your cabin.

A camper shares sensitive information about their home life.

An activity you planned goes over well with campers.

A camper overcomes a fear with your support.

You didn't get all of the supplies you requested for your evening program.

### DEBRIEF:

As a camp day happens, you will feel a mix of emotions. Some days are harder than others. It is ok to feel all of these positive or negative emotions. What is important to remember is that when our cup is empty, we can help our peers out and take some of their water. When someone is feeling stressed and we are especially happy, we can help them out and work to take some of their stress away.

### DEBRIEF QUESTIONS:

- What causes stress or energy drain at camp?
- How do you/we define self-care?
- What areas of camp bring you the most joy and/or comfort?
- Who do you go to when you are experiencing moments of stress or energy drain?
- Who do you go to when you want to share experiencing moments of excitement or accomplishment?
- What do you do to relax while you are home that you might incorporate into your self-care activities for the summer?

### STEP 4: WRAP UP

Time for Self-reflection and to pass out worksheets!

1. Self-care Bingo- when CITs/SITs get bingo, they can tell their staff and receive something special/a reward.
2. Worksheet with 8 Self-Care Categories: physical, mental, emotional, spiritual, intellectual, environmental, social, financial
  - a. Can do weekly check-ins or biweekly to make sure that CITs/SITs are following through with the goals that they have set
3. Taking a "SIT/CIT Stop". Play on "PIT Stop"- a brief rest to refuel, take a break, get the necessary tools you need to continue on a path towards success.

## SESSION 2: SIGNS, SYMPTOMS, BEHAVIORS

### STEP 1: EDUCATE

#### ANXIETY



Common signs/symptoms/behaviors: excessive worry, fear, avoidance of people or places, refusing to go to activities, crying, high expectations for performance

#### STRUGGLES WITH EATING



Common signs/symptoms/behaviors: extreme starvation, extreme weight loss or gain, obsessing about gaining weight, excessive eating

#### ADHD TYPES: INATTENTIVE, HYPERACTIVE-IMPULSIVE, COMBINED



Common signs/symptoms/behaviors: difficulty paying attention, staying focused, taking turns, organizing. Easily bored, forgets things often, makes careless mistakes.

#### DEPRESSION



Common signs/symptoms/behaviors: unexplained crying, changes in eating and/or sleep patterns, loss of energy, social withdrawal, irritable, pessimistic

#### TRAUMA



Common signs/symptoms/behaviors: changes in eating and/or sleep patterns, avoidance, clingy, fearfulness, extreme need for closeness with a parent or other adult

#### OPPOSITIONAL DEFIANT



Common signs/symptoms/behaviors: Unprovoked anger, blames others for their behavior, deliberately annoys others, defiance or refusal to follow directions

## **STEP 2: EXPLAIN**

- ❑ New living environment, unfamiliar routines, navigating social environment, sleep schedule, diet
- ❑ Importance of person first language
- ❑ Not your job to diagnose

## **STEP 3: PROVIDE STRATEGIES**

De-escalation is using specific skills and behaviors to prevent losing control of a conflict/situation.

### **Situations that could require intervention/de-escalation:**

- ❑ Moments of intense emotion (frustration, fear, anger); tantrums
- ❑ Aggressive behavior (not just physical but could also be verbal, behavioral, emotional)
- ❑ Panic attacks
- ❑ Arguments/fight between campers

### **De-escalating a situation:**

- ❑ Speak calmly, slowly with a gentle/caring tone
- ❑ Be mindful of your own body language and facial expressions
- ❑ Be aware of space. Make sure each camper has their own personal space. Separate campers in an argument/fight
- ❑ Do not argue or challenge the camper
- ❑ Do not trivialize the campers' feelings
- ❑ Do not restrict the campers' movements
- ❑ Move locations to somewhere more private, away from big groups. (Do not force the camper to go anywhere if they don't want to)
- ❑ Work with other staff in the area. You are not alone, use the people around you.



## Self Care Weekly Bingo Board!

B	I	N	G	O
I got off camp at least once this week	I had a fun one on one conversation with a camper	I participated in a fun activity intended for the campers	I visited a program area that I love	When poised with an annoying question I paused before I answered
I was conscious of how much space I was taking up in a meeting or other group setting	I accepted help when someone offered it to me	I took time to call a loved one that is not at camp	I took time to appreciate nature	I danced like nobody was watching
I checked something off my camp bucket list	I gave myself time to do something mindless	<b>FREE TIME</b> <small>(I took at least 30 minutes of free time a day)</small>	I took a walk by myself to reflect	I accepted feedback with appreciation
I had a snack or meal outside of camp	I offered someone who seemed like they needed it, a break	I gave myself time to learn	I genuinely laughed	I gave someone feedback constructively and with good intentions
I took a minute to recognize my hard work paying off	I had a one on one conversation with a peer I don't usually work with	I took a dip in the lake/pool/ocean	I took time for my favorite self-care activity	I had an experience that reminded me "this is why I love my job"