CAMP RYLA

2015 Rotary Youth Leadership Award

Learn • Laugh • Lead

CAMP RYLA SCHEDULE 2015

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time
	Group Dynamics	*Communication & Conflict*	*Respect & Trust*	*Goals & Decisions*	*Make a Difference*	
7:00 a.m.		Rise	Rise	Rise	Rise	7:00 a.m.
8:00 a.m.	**All-Staff Meetings**	Breakfast	Breakfast	Breakfast	Breakfast	8:00 a.m.
9:00 a.m.	**8:30 Tues.–Fri.** **Basecamp**	All Camp @ *Gym*	All Camp @ *Gym*	All Camp @ *Gym*	All Camp @ *Gym*	9:00 a.m.
10:00 a.m.		Challenge Activities*	Challenge Activities*	Challenge Activities*	Prep for The Pitch	10:00 a.m.
11:00 a.m.	Staff and Rotarian Meeting				Pitch Group 'A'	11:00 a.m.
12:30 p.m.		Lunch	Lunch	Lunch	Lunch	12:30 p.m.
1:00 p.m.	Campers arrive at camp	Recreation, Enrichment, & Chill-Out Time	Recreation, Enrichment, & Chill-Out Time	Recreation, Enrichment, & Chill-Out Time	Prep for The Pitch	1:00 p.m.
2:00 p.m.					Pitch Group 'B'	2:00 p.m.
3:00 p.m.	Camp Kickoff! @ *Pavilion*					3:00 p.m.
3:30 p.m.		Species Groups @ *Species Group Spots*	Species Groups @ *Species Group Spots*	Species Groups @ *Species Group Spots*	Species Group Closing Activities @ *Species Group Spots*	3:30 p.m.
4:00 p.m.						4:00 p.m.
5:00 p.m.	Species Group Forming					5:00 p.m.
5:30 p.m.		Dinner & Free Time	Dinner & Free Time	Dinner & Free Time	Closing BBQ	5:30 p.m.
6:30 p.m.	Welcome BBQ and Photo	Styles of Leadership	Rotary Rotation**	Species Groups @ *Species Group Spots*	Prep for Celebration	6:30 p.m.
7:30 p.m.	Species Skits Prep @ *Species Group Spots*	Species Groups @ *Species Group Spots*				7:30 p.m.
8:00 p.m.					RYLA Celebration @ *Pavilion*	8:00 p.m.
8:30 p.m.	Get Ready For The Show	Show	Get Ready For The Show	Get Ready for Campfire		8:30 p.m.
8:45 p.m.	The RYLA Show	The RYLA Show	The RYLA Show	Campfire		8:45 p.m.
10:00 p.m.	Snacks/Cabin Activities	Snacks	Snacks	Snacks		10:00 p.m.
10:30 p.m.	Cabins	Cabins	Cabins	Cabins	Cabins	10:30 p.m.
11:00 p.m.	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	11:00 p.m.

*Challenge group activities take place in two one-hour-and-fifteen-minute blocks at different locations. There are four different challenge groups: Blue, Yellow, Red and Green. You will receive directions about challenge activity locations daily at the All Camp overview. Refer to the chart posted in the Gym.

**Rotary Rotation: Rotary Rotation is divided into two presentations from 6:30-7:20 and 7:25-8:15 with a 5-minute transition period between sessions. Each Species Group will go to a different presentation in different locations. Refer to the chart posted in the Lodge.

SATURDAY - Rise at 7:00 am; Breakfast at 8:00; Check Out by 9:00; and Final Activities at 9:00 – then home by bus at 9:30.

Stages of Group Development

FORMING

- The group comes together. Forming can take place at once or over a period of meetings.

- The group can be formal, such as the makeup of a team or it can be more informal, as is the case when any group of people is brought together.

- Members are busy looking for their place in the team, sizing others up, and trying to answer the question "Why am I here and what is my role?"

- The forming stage is characterized by a high dependence on the leader for guidance and direction. There is little agreement on team aims other than those received from the leader.

STORMING

- Members of the group are engaged in a push/pull to determine how the group will operate.

- Members attempt to influence how the group is directed and make concessions about how the group works together.

- The group begins to determine what roles the different members will take.

- The process of storming is ongoing as group members become more familiar and comfortable with each other and the way the group is directed.

- The storming phase is often characterized by infighting, defensiveness, competition and ineffective communication.

- It is not uncommon for members to drop out in the storming phase.

NORMING

- The group establishes 'norms' about how they will operate. These norms can be unwritten rules accepted by the members or can be written rules that were decided by the group as a whole (i.e. group agreements). Norms become accepted and are consistently followed.

- Group members have a greater understanding of other members' strengths and challenges when performing group tasks.

- Members begin to have established roles within the group – they find their niche.

- Members become more accepting of their roles and the idiosyncrasies of fellow members.

- The group begins to be a safe haven for new ideas as members become more comfortable with, and understanding of, their fellow group members.

- This phase is characterized by a growing sense of "togetherness."

PERFORMING

- Groups are most effective during this stage; working together cohesively.

- Roles are established and members work within the norms of the group.

- The performing phase is characterized by a high level of communication and typically has better problem solving and productivity.

- Once a group reaches the performing stage, team members more often want to participate and generate more satisfaction out of the group's work together.

- Even if groups have reached the performing stage, they can easily drop back into forming or storming. A new challenge, event or incoming member can cause the group to re-establish roles and methods of how it operates.

ADJOURNING[1]

- In the "adjourning" stage, the project is ending and the team members are moving off into different directions.

- It typically involves the termination of roles, the completion of tasks and the dissolution of the team.

- Accomplishments are celebrated and members say goodbye. In high performing teams there is usually a debriefing of the lessons learned.

- This has been described as the "mourning" stage given the loss that is sometimes felt by members.

- The process can be stressful - particularly where the dissolution is unplanned and when there is uncertainty about the future and fear of change.

SWARMING[2]

- Groups are moving more quickly through the four stages of group development because virtual worlds (collaborative and social networking technologies) and physical worlds are merging, providing a more comprehensive experience than either could do alone.

- This acceleration allows larger groups to synthesize information quickly and create solutions to solve problems. It also allows groups to come together and develop quickly.

- The swarm of people, data and machines is emerging as a new open model for how groups will solve their problems and meet their goals.

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[1] *Adapted from:* Tuckman, Bruce W., & Jensen, Mary Ann C. (1977). 'Stages of small group development revisited', *Group and Organizational Studies*, 2, 419- 427.

[2] *Adapted from:* Stanley, J.D. "Digital Swarming: The Next Model for Distributed Collaboration and Decision-Making." 2008.

The Art of Active Listening[1]

What is Active Listening?

Listening *with interest* to the entire statement of others.

The Art of Communication is speaking to be understood and listening to understand; as opposed to speaking to control and listening for arguing points.

Behaviors of Active Listening include:

- Actually listening – not merely hearing – all statements.

- Eye contact.

- Asking for clarification.

- Paraphrasing others' statements.

- Respecting others' statements.

Behaviors of Inactive Listening include:

- Interrupting.

- Assuming you know how the statement will end.

- Thinking about what you will say when the speaker is finished while he or she is still speaking.

- Focusing on being heard instead of the value of your words within the context of the dialogue.

- Using "yeah, but"
    - Try "yes, and" - this encourages true dialogue.

- Saying things like "what Fred is saying is..."
    - Allow others to state their own thoughts.

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[1] Nancy Heapes' Action Leadership Class – University of Oregon 2002.

Challenge Activity: Spider Web

Skills Met: Trust, Respect, Teamwork, Communication, Problem Solving

Objective:
To formulate a plan of action through problem solving and teamwork to accomplish a task
To show respect for individual differences, abilities and ideas in order to unify a group
To demonstrate trust for others through words and actions

Materials:
(1) Spider Web
(2) Fixed Posts, Trees, etc. (to support the web)

Timing Estimates
Explanation   5 min.
Process   40-50 min.
Debrief   10 min.

Number of Participants & Group Breakouts:
Can be done with 8 -20
- ❑   Species Groups
- ☒   Entire Challenge Group
- ❑   Split Challenge Group

Role of the Facilitator(s):
Provide a symbolic scenario to the group relating to respect. Provide structure and safety at all times. Answer clarifying questions from the group. Monitor the group process. Reinforce limitations and goals of the activity.

Role of the Counselors:
Participate in the activity. Encourage clear communication and universal participation. Remind the group to use the Four-way Test. Be supportive but don't take on a leadership role. Pose questions or comments during debrief.

Role of the Rotarians:
Roam from group to group. Don't give suggestions or answers, but provide brainstorm assistance. Reinforce positive interactions among participants or effective ways of communicating. During debrief help connect the goals of the activity to real life situations about respecting differences, ideas, and abilities. Help monitor for safety.

Instructions to Participants from the Facilitator:
Inform the group of the scenario and symbolic representation of the web (Web of Disrespect): "This web represents people in our society, community, family, friends, and colleagues who are disrespectful to others through their actions and words. You all have the potential to change the ways that others and yourself are disrespectful by role-modeling respect and making it through the web of disrespect without getting caught." *Before starting the activity ask each participant to vocalize one way he or she has observed disrespectful behaviors in their community or one of his or her own disrespectful behaviors he or she would like to see*

change. (Example: "I would like people in my school to respect the different styles of dress that exist among all students at our school.") Provide basic instructions and safety concerns including: *no diving through the web*, *use spotters at all times*, *don't put your hands on other students until they give you permission to do so* and, *above all, be respectful of others' bodies and weight.* All group members must make it through the web without touching any part of the web. You can't go under the web, use the side posts, or dive through the web.

Instructions to Participants from the Counselor:
None, see "Role of the Counselors" above.

Debrief:

- ☐ All Camp
- ☒ Entire Challenge Group
- ☐ Start in Species Groups with report out to Challenge Group

Debrief Questions:
What made you decide to participate in this activity and trust others?
What were people's reactions to others hitting the web and having to go again?
How does the Four-way Test apply in this activity?
Were people respectful to others in the activity? Give examples.
Did anyone make it through the web alone?
Can you trust and respect people you don't know very well? Why or why not?
How can you change the ways people are disrespectful in the environment you live in?

Safety Concerns:
Safety is the number one priority in this activity.
Don't allow students to jump through the web.
Ensure there are enough spotters for each person going through.
You may declare an unsafe situation at any time and promote an alternative.

Adaptations to Encourage "Step Up and Step Back:"
- The Facilitator could allow people to pass after they can give a reason why they are passing.
- Help spot the first few group members.
- Prevent talking.
- Use talking chips to start with and then allow open dialogue. Address in debrief.
- Blindfold a few of the participants.
- Allow participants supporting people to touch the net, but the person passing through still may not.
- For speed, two people can be allowed to pass through at once (evaluate the situation for safety first).
- Make the holes wider if you witness respect or make the holes smaller if you witness disrespect.
- Use handcuffs or zip ties to pair up participants who have made it through the web or to limit the strongest members of the group.
- Link all participants together with team handcuffs or zip ties.

Notes:

Cabin Icebreaker Activities

Be sure to be enthusiastic when leading these games. You have to set the mood! Have fun!

Get to Know Each Other

Go around the group in a circle and ask everyone to take a minimum of one minute and answer the following questions (or some variation):

      What is your name?
      Where are you from?
      What Species Group are you in?
      What are 3 of your favorite hobbies?
      What is something cool about you?

If a group member repeats something that was said by another member, they must mention that they have that in common with the other group member. For instance, if Tim said he liked to play baseball, the next group member would say, "I enjoy playing baseball and so does Tim." This helps cabinmates find out who has things in common. Encourage the group to take some time and not be in a rush to finish introducing themselves. You can add any question(s) to the list.

Two Truths and A Lie

Get in a group and ask a group member to tell two truths and one lie about themselves. The person should not give away which ones are true and which one is the lie. The group will try to guess which ones are true and which one is the lie. Once the group has decided which one they think is a lie, the person will tell the group which items are actually true.

Challenge the group to choose facts that are very interesting, unique facts about themselves. You can set the tone by going first and choosing two very interesting and unique facts, almost as if you are bragging about them. An example of a boring truth would be "My favorite color is blue." A more interesting truth would be "I was an all-state pitcher on my baseball team last year."

Candies

Pass a bowl full of candies around the room. Instruct the group to take some of them, but don't eat them. Once everyone has selected candies, tell the group that they will disclose one piece of information about themselves for each piece of candy they took from the bowl.

Psychiatrist

Pick one person to be the psychiatrist and have him or her leave the circle so that he or she cannot hear the conversation of the group. While the psychiatrist is away, the group will brainstorm a condition they all share.

One example of a condition is that each person in the circle is really the person to his or her left; thus they must answer questions that the psychiatrist asks as if they were that person. If the psychiatrist asks "What color is your shirt?" your answer would be the color of the shirt the person on the left is wearing.

When the group has come up with a condition, the psychiatrist can come back to the circle. The psychiatrist will start asking questions in order to guess what condition the group shares. If someone answers a question incorrectly, then everyone in the group will say "psychiatrist" and move to a different place in the circle. This is an observation game and the psychiatrist is looking for a pattern. When the psychiatrist guesses the group's condition the game is over.

Some psychological conditions to play with:
- Start your answer with the letters of the alphabet and keep it consecutive until someone makes a mistake. Then start over back at A.
- You're the first person of the opposite gender to the left or right of you.
- You can only answer in four words.
- Cross your legs every time you answer a question.
- If there are two psychiatrists, tell the truth with one and lie to the other.

The Gift

Form a circle so that everyone has a person on his or her left and right. To the person on the left, each camper should whisper one gift that he or she would like to give that person. Make sure no one else hears and that the campers keep their gifts to themselves! Next, campers should whisper to the person on the right what he or she should do with the gift that was given by the other person. The fun begins when the each camper reveals his or her gift and what should be done with it. For example, "I got a puppy and I have to ride it through the grocery store."

Rose and Thorn

Form a circle and ask each camper to share one "rose" (the highlight) of his or her day and to share one "thorn" (the low point) of his or her day with the group. This is a great tool for nightly debriefing, especially as the week progresses and the challenges become more difficult and camper bonds develop.

Other icebreakers can be found in the Facilitation Tools section.

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DISTRICT 5110 RYLA MISSION:

"Give students the skills and inspiration to serve others"

At RYLA, we will empower students to
serve and to lead by:

Providing the knowledge and tools to do so ✔

Creating a life-changing experience for all students ✔

Inspiring students to impact the communities of
Rotary District 5110, the nation, and the world ✔

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CONSULTING