



The Power of One

One **SONG** can spark a moment
One **FLOWER** can wake the dream
One **TREE** can start a forest
One **BIRD** can herald spring
One **SMILE** begins a friendship
One **HANDCLASP** lifts a soul
One **STAR** can guide a ship at sea
One **WORD** can frame the goal
One **VOTE** can change a nation
One **SUNBEAM** lights a room
One **CANDLE** wipes out darkness
One **LAUGH** will conquer gloom
One **STEP** must start each journey
One **WORD** must start a prayer
One **HOPE** will raise our spirits
One **TOUCH** can show you care
One **VOICE** can speak with wisdom
One **HEART** can know what is true
One **LIFE** can make a difference

– You see, it's up to you

-- Author Unknown --

July 28th - August 2nd 2013

Ponderosa Retreat and Conference Center; Larkspur, Colorado

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YRYLA 2013

PRE-WEEK LOGISTICS & SUPPLEMENTARY INFORMATION

Objectives

For Young RYLArrians to walk away with the following abilities:

1. to be an active participant in a team setting
2. to understand what it means to be a person of integrity and responsibility
3. to be motivated to take action
4. to be willing to push the limits of their comfort zone
5. to have confidence in themselves and others
6. to show empathy and demonstrate respect towards others
7. to gain a realistic appreciation of their own strengths and weaknesses

Combined, the abilities listed above are characteristics of a leader. If everybody that attends Young RYLA can leave having gained these seven abilities, they will leave a better leader.

Here are more details in regards to each of the abilities:

to be an active participant in a team setting

Young RYLArrians should be able to know when to be the 'leader' and when to be the 'follower'

They will also gain an appreciation of how one can 'lead by following'

They will understand the value of cooperation and collaboration

They will improve their abilities to communicate in a team

to understand what it means to be a person of integrity and responsibility

Young RYLArrians will walk away with a better understanding of how they can lead their lives and lead others by building a unique set of core values and a

moral compass.

They will understand the significance of personal responsibility

to be motivated to take action

Young RYLarians will be inspired not only to be responsible, but responsible. That is, they will be better prepared to respond to various situations
They will be encouraged to take action in the form a service project, and will develop a lifetime commitment to service

Also, they will be able to mold their passions into the kind of project described above

to be willing to push the limits of their comfort zone

Young RYLarians will be more willing to try new experiences

Rather than 'going out of their comfort zones,' Young RYLarians will be encouraged to push out the walls of their comfort zones, so that they begin being comfortable in situations where before they were not

to have confidence in themselves and others

Young RYLarians will be confident enough in themselves, especially in their ability to expand their comfort zone

They will develop the confidence necessary to be present before a large group of people

They will gain the ability to know when to trust those around them and be trusted.

They will be able to expand their appreciation for diverse cultures

to show empathy and demonstrate respect towards others

Young RYLarians will learn the importance of kindness and emotional sensitivity

They will appreciate the value of mutual respect with others

to gain a realistic appreciation of their own strengths, weaknesses, and values and those of others

Young RYLarians will learn how different people approach situations, and will gain an appreciation for different methods

They will learn the value of humility, but also the value of knowing one's strengths

Overall Schedule

Sunday		
Time	Activity/Session	Location
2:30	Registration	[see Reg. Matrix]
4:00	Welcome	Allison Pavilion
4:30	Meet Your Teammates	Outdoor Team Spots
5:00	Circle of Support	Ball Field
5:30	Dinner	Dining Hall
6:30	WoF	Allison Pavilion
6:45	Brain Wise	Allison Pavilion
	Reflection/Twilight	
8:00	Time	Team Spots
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms

Monday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Morning Activities	Meet at Rocks
7:30	Breakfast	Dining Hall
8:00	WoF	Allison Pavilion
8:15	True Colors	Allison Pavilion
	Team Building	
9:45	Activities	Near Team Spots
12:00	Counselor Skit	Allison Pavilion
12:15	Lunch	Dining Hall
1:00	WoF	Allison Pavilion
1:15	Monday Matrix	[see Monday Matrix]
5:15	Dinner	Dining Hall
6:00	WoF	Allison Pavilion
6:15	Skit Prep	Team Spots
	Reflection/Twilight	
7:15	Time	Team Spots
10:00	Quiet Time	Dorms
10:15	Lights Out	Dorms

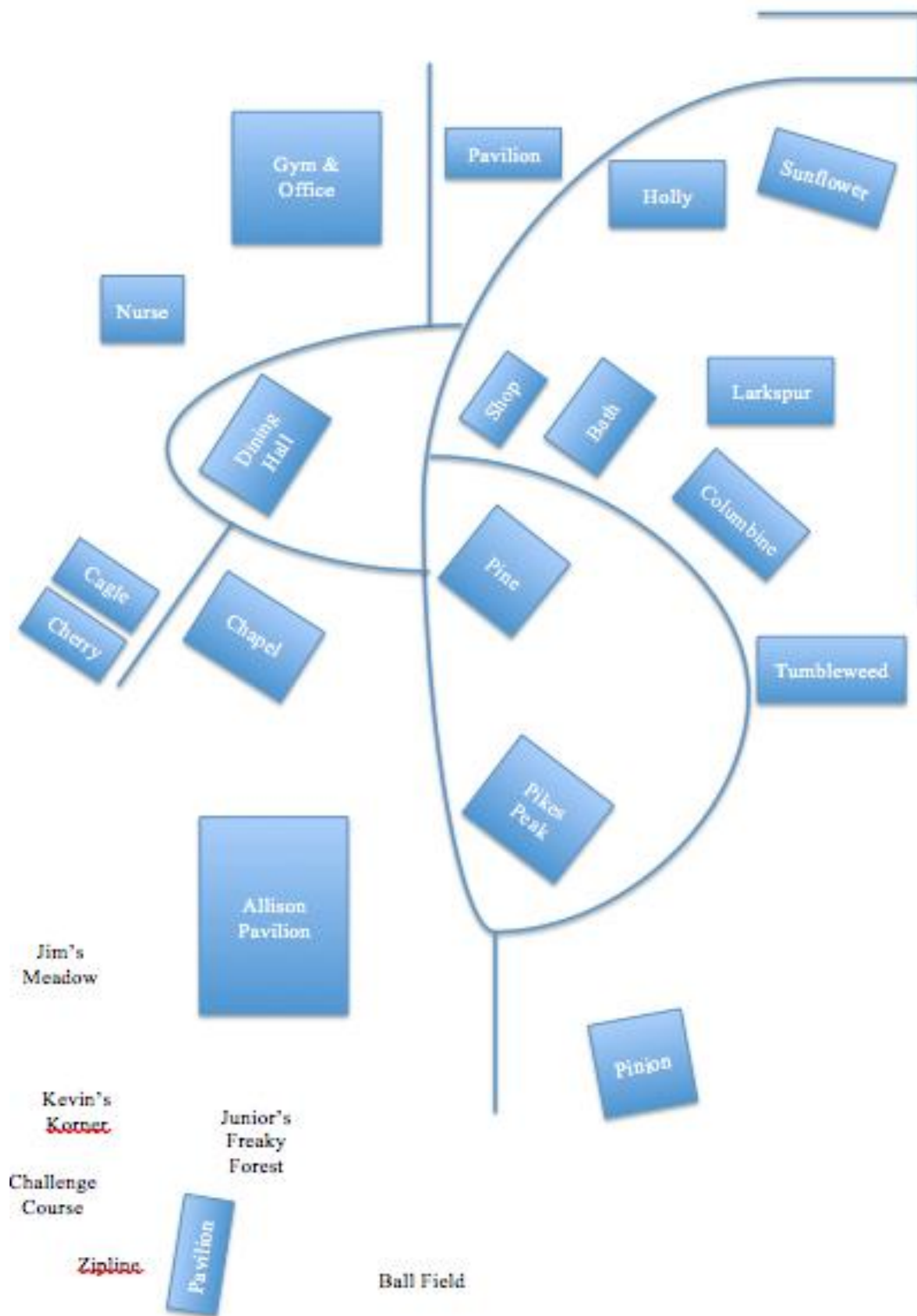
Tuesday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Morning Activities	Meet at Rocks
7:30	Breakfast	Dining Hall
8:00	WoF	Allison Pavilion
8:15	Matrix Part 1	[see Matrix]
12:15	Lunch	Dining Hall
1:15	WoF	Allison Pavilion
1:30	Matrix Part 2	[see Matrix]
5:30	Dinner	Dining Hall
6:15	WoF	Allison Pavilion
6:30	Movie	Allison Pavilion
8:30	Reflection/Twilight Time	Team Spots
10:15	Quiet Time	Dorms
10:30	Lights Out	Dorms

Wednesday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Morning Activities	Meet at Rocks
7:30	Breakfast	Dining Hall
8:00	WoF	Allison Pavilion
8:15	Matrix Part 3	[see Matrix]
12:15	Lunch	Dining Hall
1:00	WoF	Allison Pavilion
1:15	Hike	Leave from Allison
3:15	Walk of Possibilities	Elkhorn
4:15	WoF	Allison Pavilion
4:30	Rotary Youth Programs	Allison Pavilion
5:15	Dinner	Dining Hall
6:00	WoF	Allison Pavilion
6:15	Take A Look Around	Allison Pavilion
7:45	Dance Break	Allison Pavilion
8:15	Reflection/Twil. Time	Team Spots
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms

Thursday		
Time	Activity/Session	Location
5:30	Wake Up	Dorms
5:45	Sunrise Hike	Meet at Rocks
7:30	Breakfast	Dining Hall
8:15	WoF	Allison Pavilion
8:30	All-Conference Pictures	Leave from Allison
9:00	Passion to Action Part 1	Allison Pavilion
9:30	RYLA Ball	Ball Field
10:30	WoF	Allison Pavilion
10:45	Comedy Club	Allison Pavilion
12:00	Lunch	Dining Hall
12:45	WoF	Allison Pavilion
1:00	Goofy Olympics	[see G.O. Matrix]
2:00	Passion to Action Part 2	Outdoor Team Spots
3:15	Community Building	Allison Pavilion/Gym
4:45	WoF	Allison Pavilion
5:00	Dinner	Dining Hall
5:45	Reflection/Twilight	Team Spots
7:45	Get Ready for Dance	Dorms
8:00	Dance	Allison Pavilion
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms

Friday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Pack Up and Clean	Dorms
7:30	Breakfast	Dining Hall
8:15	WoF	Allison Pavilion
8:30	River Crossing	Ball Field
9:30	Circle of Friends	Junior's Freaky Forest
9:45	Closing Time with Teams	Outdoor Team Spots
11:00	Closing Speakers	Allison Pavilion
11:45	Slideshow	Allison Pavilion
12:15	Closing & Adjourn	Allison Pavilion

Map of Ponderosa

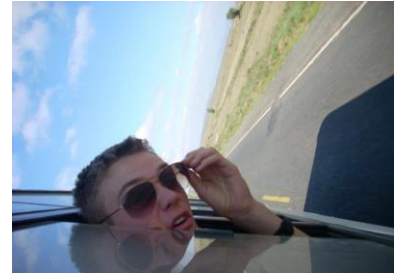


YRYLA 2013 Biographies

JCs

Brian Winstanley

Hey, what's poppin' guys? I'm Brian. Apart from sleighing dragons this next year, I am going to be attending Denver East High School as a senior. I've lived in the city my entire life, and in my free time I enjoy playing sports, especially baseball, backpacking, traveling, and kicking it with friends. This past year, I spent most of my time studying the Bill of Rights at a graduate school level, so if you ever want to discuss your rights or role as a growing citizen in the American society, I'm your guy. I have family in Casper, Wyoming (yeah, I do listen to country music), so I already like you if you're from or near there... Wyoming is a big place. You will recognize me as the burly, tall kid, and you may come to the conclusion that I eat people, but you would be mistaken. I'm a jolly giant who likes to talk to all kinds of people, and enjoys living life to the fullest. My advice to you this week is to become comfortable being uncomfortable... do this, and I guarantee you will find yourself living to the fullest. Let's live it up this week!



Brisco Arechederra

Hey Everyone! My name is Brisco Arechederra, but my close friends call me Brillo. I'm the definition of a nerd! I love Star Wars, I take everything apart, and I almost put it all back together! I got to Longmont High School, and love to laugh. I love meeting new people and want to get to know as many of you as possible in this week of paradise known fondly as YRYLA! So come say hi to me and lets get to know each other.



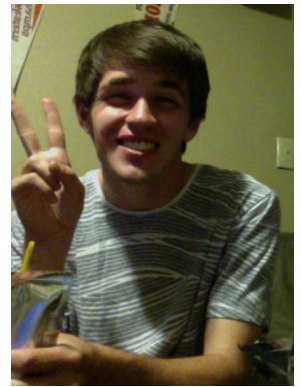
Caroline Vickstrom

What's up YRYLA?! I'm Caroline Vickstrom, and I'm from Evergreen Colorado. I love snowboarding, dancing, hiking, and pretty much anything that has to do with music. If you see a girl just roaming around singing to no one in particular, that's probably me. My favorite ice cream is cookie dough, my favorite pass time is tap dancing, and Harry Potter is the best thing ever. I hope you guys are as excited to be at YRYLA as I am! It's gonna be the best! I'm so happy to be hanging out with you guys this week, so come introduce yourself with a smile, a high five, or just burst out into your favorite song--chances are, I'll start singing along!



Connor Pierce

Connor Pierce is of Italian-Irish descent, with blue eyes and brown hair. In his spare time, he enjoys an array of artistic mediums, such as photography, drawing, painting, writing, dancing and metal-smithing. In addition, he likes to play soccer, video-games, read, take bubble baths and go for long walks on the beach. Connor enjoys taking part in RYLA so much last year that he had no choice but to apply for JC. He hopes he can be the most radical counselor that each camper has always wanted. RYLA was a life-changing experience for Connor and he's incredibly excited to be here and share the RYLA magic all over again. The growth everyone will experience this week is going to be a little surprising, so keep your minds open and do everything with enthusiasm. This can be one of the best weeks of your life!



Cris Chacon

Greetings amigos! So excited to share this life changing experience with y'all! I am a born & raised Colorado boy who currently lives and goes to school in Chicago. God has blessed my life in every way imaginable and I am very fortunate to have the opportunities I've been given. Please, always know I will be there for you **WHATEVER WHENEVER** so don't ever hesitate to ask me for anything! Don't ever forget where you came from and love unconditionally! Ciao :)

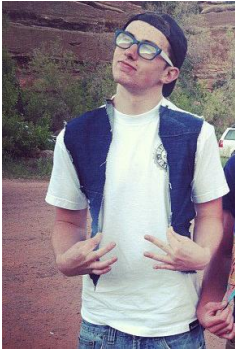


Dana Kiel

Hey guys! The only thing you need to know about me is that I'm a complete nerd, but the cool kind! I love history, politics, geography, dates at the museum and reading on top of mountains. I spent a year in Germany during high school and I'm planning on spending a year in Japan soon. I'm from Golden, Colorado where I live in the summers with my parents, three siblings and two goofy basset hounds. I'm currently studying International Economics at the University of Denver and I want to write for a newspaper or work as an analyst for the CIA someday (not quite as cool as a spy). I love watermelon, black coffee, naps in the sunshine and music in languages I can't understand (especially French rap). I'm also deathly afraid of lobsters.



David McManus



My name is David, and I just wrapped up my sophomore year of college in Washington, D.C. at Georgetown University. I am majoring in Government and minoring in English so feel free to come talk to me about politics (probably unlikely) or your favorite book (more likely), I love both. When I'm not in class, I love reading, going on runs, listening to music, lifting, and hanging out with my friends. For whatever reason, some of the other JCs think that I really like cats which is NOT TRUE. Seriously its weird and I wish they'd stop. Also I love quoting movies and TV shows so if you surprise with a line from The Office, Scrubs, or Workaholics, then we will be best friends. Get super excited for YRYLA and I hope you brought some tanks because, let be honest, tanks should be worn whenever possible. In conclusion I will leave you with these words: avuncular, haberdasher, esoteric, and obsequious.

DeVante Deschwanden

I am a dynamic figure, often seen crushing rocks and calculating implosion factors on circadian rhythms, I perform random acts of kindness without speculation. I constructed a solar panel powered frying pan just for my over easy eggs, I didn't even patent it. I cook 30-minute brownies in 20 minutes. I drive with my feet, in my free time I conduct thermo magnetic experiments. I once proved the theory of general relativity wrong, but don't ask I forgot how! I watch movies ... in the dark. My hair grows in perfect 360's. I was born in Colorado and grew up on the road. I count clouds when nobody is looking, I love sushi. I bat 400, I've schooled LeBron in the sport of his endeavors. Children trust me. I once rewired the Antimatter machine at CERN so scientist could better understand the Big Bang. I learned a lot from RYLA, lets do this!!



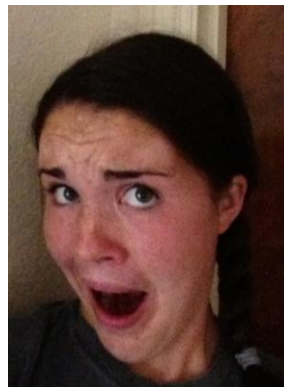
Elan Seideman

My full name is Elan Nashoba Yosef Seideman. A lot of people tend to be curious about it, you're not the only one. Come ask me about it if you want to know more. I like romantic comedies, long walks on the...mountain side, singing to orphaned puppies, and as for food, if it's not synthetic or moving I'll eat it. I spend my free time playing football, eating, watching The Simpsons, playing music, eating, taking my dogs to the park, eating, and, as any typical guy does, juggling. I love playing RISK and strongly believe that anyone who tries to take Asia right away deserves to be kicked out of the game immediately. RYLA has become such a large part of my life over the years (starting at YRYLA) that I have wanted nothing more than to share my love for it with you all. Cut loose this week!



Katie Lyons

Greetings and salutations to my fantastic new YRYLA family!! I am super excited to get to meet as many as you as I can during this week (which will be the best week of your life.) I am from the lovely Greeley, Colorado (and no, I didn't bring any cows with me.) During this week, you'll discover a few things about me. First, running is one of my passions and I would love to be able to bond with anyone who chooses it as a morning activity! Second, I am a HUGE Lord of the Rings and Harry Potter nerd :) And finally, I love being outside and I would go camping anywhere at anytime (except for YRYLA week, of course.) Keep your mind wide open and get excited for the life changing adventure of YRYLA!



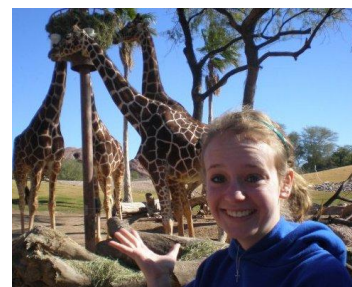
Maddy Searchinger



What's up YRYLA?! I'm crazy excited to be here with you all! I grew up in Boulder, playing soccer and basketball, swimming, hiking, skiing and pretty much living outside! When I was a Sophomore in high school I caught the travel bug and took off for Sardinia, Italy, for a year abroad as a Rotary Youth Exchange Student. When I came back, I hopped across the pond again to climb Mt. Kilimanjaro with an international science and research team (not that I know much about science, but I kept up somehow!). What a wonderful world we live in. My favorite kitchen utensil is the spatula, followed closely by the whisk. My favorite quote is by Lao Tzu: "When I let go of who I am, I become what I might be." I go to CU Boulder, and I plan to major in gender studies. I go nuts for dried mango, and I can't get enough chai. Come say hi to me and I'll tell you what you call a dog with no legs... spoiler alert: it's a joke.

Sarah Calhoun

Hi my name is Sarah Calhoun! My home town is Longmont, CO (the same as Cris and Brisco! Woot) and I graduated from Longmont High School in 2012. Now I live in Iowa and go to school at Cornell College in Mt. Vernon Iowa. I'm studying Biochemistry and Biology and I might double major in English. When I grow up I want to research genetics. I really like giraffes. A lot. They're tall and have a cool pattern, they're practically giants (and I'm really short, so that makes it even better), and they have horns for no reason. Can't beat that (: I do my smiley faces backwards, don't judge. My favorite commercials on TV are the AT&T commercials because the children are like me. If you haven't seen it, YouTube it as soon as you get home. This week is all about finding who you are and defining yourself as a leader. I hope you all enjoy YRYLA as much as I enjoy being with you guys. Peace out girl scout.



Rotarians

Bill Rubin



Born in Chicago, Illinois, Bill moved to Colorado to attend the University of Colorado and loved the area so much, he made it his home. Bill made a living as a ceramic potter for 17 years. After a back injury, Bill shifted gears and became an accountant. He joined the CPA firm of Weatherwax & Associates in November, 1996 and works as a tax manager for the firm. He is married to Karen Conduff, an artist and solar sales specialist, and has a 20 year old daughter Maddie who is currently traveling in Europe and singing opera. They live in Lefthand Canyon just north of Boulder. Bill's hobbies include rafting, hiking and backpacking, volunteering, and spending time with his family.

Jim Halderman

Born in Ohio Jim Halderman left Ohio State University with education in Music and Philosophy. Then in Phoenix, AZ, had a short career in Music including seven years with the Phoenix Symphony before opening his Boat Dealership. After 19 successful years he sold the dealership and moved to Lakewood, CO where he soon discovered the power of Rotary. Filled with the passion for Rotary he served many positions in the club before moving to the District level where he soon became District Governor for District 5450. He currently enjoys many activities in Rotary along with his wife, Peggy, also a Rotarian. Currently, Jim teaches anger management in companies and for court ordered as well as presentation skills for public speaking.



John Kenyon



I was born in northern California and grew up in Santa Barbara, California. I met my wife in 1970 at the Santa Barbara, California Outdoor Education School where we were both Naturalists. I taught elementary school and college photography. I was a graphic artist; I bucked hay for a feedlot, drove a train for a sugar beet factory and owned a franchise business in California. I have three adult children and two grandchildren. I've been an active Rotarian since 1991, on Rotary International trips to Guatemala, and Bangladesh and to India and Nigeria, working on Rotary's polio eradication campaigns. I have found the trips difficult in terms of illness and comfort; but, paradoxically, that difficulty has made the trips even more fulfilling, We lived with Indian and Nigerian host Rotarians and experienced regular power outages, house guards with bows and arrows and children singing at our bedside. Experiencing Rotary families and their dedication to polio eradication changes one's life.

Joni Triantis Van Sickle

Joni is a "mad scientist" with a B.S. in Microbiology with a M.S. in Pathobiology and a PhD. in how to live with a crazy philanthropist. For the last 20 years she has been employed at Colorado State University as the Laboratory Coordinator for the Animal Population Health Institute. Joni wears a lot of hats at the lab (and shoes at home!). Joni is married to Wally Van Sickle, and she helped him to found IDEA WILD, a GREAT organization! Joni and Wally have three beautiful but hairy "children," a cheeky cairn terrier named Sniffy, a naughty Westie named Toby and a two-and-a-half legged schnauzer named Chickadee.



June Boon



Born in a small town in northern Canada, I moved to southern Florida when I was 12 and have lived in the US ever since. I work at the Veterinary Teaching Hospital of Colorado State University. I am a technician that performs cardiac ultrasound exams in all species of animals from ferrets, dogs and cats, to bulls and llamas. The coolest animal I ever worked on was a jaguar. I have published the only book solely dedicated to cardiac ultrasound in animals. Raising two happy productive contributing daughters is my greatest accomplishment. I live in Fort Collins with my husband of 23+ years, Dave Boon.

Junior Weed-Ziegler

Junior retired from teaching in the Denver Public Schools for 30 years and is dedicated to living life to the fullest and helping others to do the same. She began this with experiences with Colorado Outward Bound. In her retirement, she has had magnificent opportunities to travel the world including safaris in Africa, climbing Mt. Kilimanjaro, trips to Australia, New Zealand, Peru, Argentina, Chili, Mexico, Nicaragua, Israel, and this winter, to Antarctica where she fell in love with the 1000's of penguins she hiked with. She helped develop the curriculum for Young RYLA at its inception and is now a proud Rotarian with the Boulder Valley Rotary. She is working with JOY at filling her cup of life.



Larry "Iced Tea" Fitzsimmons



I have been in Rotary since 1997 and I'm currently a member of the Evergreen club. This is my fourth year as a SC (3 years at YRLYA and 1 year at RYLA). I'm enjoying the best job of my life being retired after 40 years in banking. I'm married to Linda and have one married son who lives in Thornton. Besides RYLA and Rotary I volunteer for the 1st Tee program and at History Colorado. I also enjoy playing golf and racquetball.

Melissa Adams

Melissa Adams has been a member of the Thompson Valley Rotary Club in Loveland for nine years. She has served as a member of the board for two previous terms and is currently on its board of directors. She was president in the 2005-2006 year and Rotarian of the Year in 2006-2007. She has been her club's coordinator of the RYLA and Young RYLA selections for her club for nine years. Melissa has a background in journalism and communications and worked at seven daily newspapers before moving into a communications role at the Thompson School District. She has been the Public Information Officer, assistant director of Communications, resource manager for the Thompson Education Foundation and is currently the grant coordinator. She has served on the Partners of Larimer County board of directors of which she was also president. She has a son, Matthew, who graduated from Loveland High School and attended both Young RYLA and RYLA and wants to study piano performance in college.



Norm Lyster



Norm was born in Greeley and worked on the family farm until attending college. He was employed by Frontier Airlines and Katzke Paper Company. He enlisted in the U.S. Army and after schooling at Ft. Devens, MA, was stationed in Germany when the Wall went up. Upon returning to Colorado he completed a Masters degree and teacher certification. Teaching in JeffCo for 5 years, he completed his Doctorate at UMass. His teaching continued at Hartwick College in Oneonta, NY. He completed a second Masters degree in Computer Science at Indiana. He took early retirement and returned to the farms in Greeley where he continues to manage them.

Patti Stickler

I have been in Rotary since 1992. I was one of the first women in the Loveland Club. That in itself was a challenge. After about 9 years I spent some time in Florida and was not very active with Rotary at that time. Did some visits but the club was just not a match for me. When I returned to Loveland about 10 years ago I joined Thompson Valley Club and am currently the president of our fun group. Our major fund raisers are a Valentine Hearts painting project and a huge Island style party in the summer. Plus the Governors Art Show which has been in existence for almost 25 years. I am the grammy of 3 (almost 4) wonderful granddaughters and live with my silky yorkie puppy.



Peggy Halderman

"Service Above Self" is a personal mantra for Peggy. A Rotarian for almost 7 years, Peggy has dedicated her retirement to working full time to help others. In 2008 Peggy created the Golden Backpack Program (GBP), a program that delivers weekend food to school children in need. The GBP now serves over 520 children in the Golden community every week. Currently Peggy is focused on expanding the GBP year-round, including creating and implementing a mobile food pantry that will serve weekday lunches to children during the summer break. Peggy serves as the President of the Rotary Club of Golden and a Director of the Golden Rotary Foundation. She is married to Past District Governor Jim Halderman. Together they have raised 9 kids and two football teams worth of grandkids.



Wally Van Sickle III

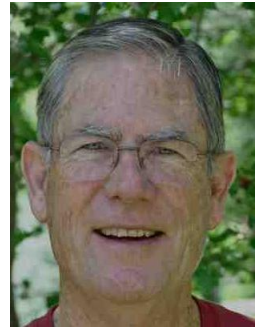


In 1986, after earning a B.S. in Zoology, Wally volunteered to assist a conservation biologist in Kenya and contracted the "travel and adventure bug." He returned to the States to earn an M.S. in Zoology and develop methods of estimating mountain lion populations in Utah. Then, Wally got an idea, a Wild Idea, to found IDEA WILD, a conservation organization to assist conservation biologists by providing them with some of the funds and tools that they need. In between travels, and following a strict 1 to 1 play to work ratio, chasing his dogs and wife around the house with his rubber band gun, his work through IDEA WILD has empowered over 9,000 conservation biologists worldwide to make a difference.

Staff

Jim Hoops - Chair

I am a partially retired high school and middle schoolteacher of 37 years, an experiential facilitator, photography teacher, past president of the Denver Cherry Creek Rotary Club and football coach (3 state championships along the way). I am president of the Board of Directors for Rocky Mountain RYLA and was part of a team of Rotarians who developed the Young RYLA curriculum. I am married (48 years) and have 2 sons and 4 grandchildren. I love to hike, bike and read. Rotary has been a big part of my life since joining. Trust the process of YRYLA.



Sami Elliott - Staff JC



I am Sam. Sam I am." (You can also call me Sami if that jiggles your jello) "I do not like green eggs and ham." Mostly because I'm an herbivore! But I do enjoy eating peanut butter on eggs, climbing trees, and watching British television. I'm a cat person and a drummer and would like to travel to India and South Africa! I believe in loving the environment and that music is the most powerful thing on earth. RYLA changed my life by changing how I think; live fully here and have no regrets! I wish you the best time of your life- so far. Come say hello, tell me a joke, or chat about music with me! SO MUCH YRYLA LOVE!! :)

Julia Thompson - Staff JC

Yo wassup RYLarians! The name is Julia. I love all things fun and adventuresome! I enjoy skiing, snowboarding, snowmobiling, hiking, and living in the one and only Summit County! My passions are rugby, music (I love singing, playing guitar, uke, and piano), dancing, rugby, cinematography, and rugby. I also enjoy running track (hurdles!), sailing, cliff jumping, camping, traveling, board games, go-karting, playing at parks, blowing bubbles, rollerblading, being weird and basically anything else enjoyable. In my free time you can find me reading, baking, writing, going to a movie, watching Netflix (Arrested Development, Dr. Who, the good ones), or possibly even hanging out at my work (I work at a movie theatre) because...well, just because. I quote things. Like, constantly. I love art. I play video games. I love YouTube. I have 4 brothers. Also, I like nicknames. Get to know me! That's all. Stay classy!



Alex "Cuad" Cuadrado - Head JC



Believe it or not, I have a real name! It's not just "Cuad" like what everyone says. Officially my name Alejandro, but people wouldn't stop calling my name (I said "DON'T CALL MY NAME!"), so I go by Alex or Cuad instead. I just finished my freshman year at Princeton University where I am studying Italian Literature and History. I hail from beautiful Summit County, Colorado. Travel, a good fish taco, and service are also some of my passions. But most of all, I love doing anything and everything related to Rotary Youth programs. During my junior year of high school, I lived in Vicenza, Italy as a Rotary Youth Exchange student and throughout my high school career I was highly involved with Interact. But most of all, I love RYLA (Young RYLA especially). This is my third year at Young RYLA, but combined, this is the seventh RYLA I've participated in! I hope to someday become an SC and continue the legacy! P.S. I'm an awful dancer. And I really, really like fish tacos.

Toria Vongphackdy - Head JC

Hi YRYLArians--My name is Toria and I am so excited for to be one of your Head JCs! I just finished my second year at Regis University where I am currently studying Peace and Justice with an emphasis on Politics, Ethics and Society on the Pre-Medicine track. But when I grow up, I want to be a Yoga Instructor :). I am a first generation baby, so if you know where Laos is, I'll tell Cuad to give you a Piggy-Back ride for the rest of the conference. I am the middle neglected peacemaker child. (High Five to all you middle children, I feel for ya!). I currently am an El Pomar Scholar, which means I love to work with non-profits. I am super ambitious. If you breathe ambition, let me know so we can compare bucket lists! I leave you with a challenge and that is: where ever you go, go with all of your heart. Warm smiles!! :)



Mikaila Way - Guru



The Rocky Mountain RYLA bug snatched Mikaila as a junior at Conifer High School, since then she has enjoyed staying involved with Young RYLA as a junior counselor and head counselor. After growing up in the mountains of CO, you're more likely to find Mikaila outside rather than inside! Fresh off the skillet from graduation at Pacific University (Forest Grove, OR), she studied environmental science, peace and social justice. Beyond the classroom, Mik has enjoyed learning by leading trips with the outdoor programs, working on the school's permaculture farm, exploring places and people, and running around on the lacrosse field. Mik hopes you can be fully present at Young RYLA for our generations are in need of creative and compassionate leaders like you!

Staff and Teams

Chair- Jim Hoops

Head JC- Alex "Cuad" Cuadrado

Head JC- Toria Vongphackdy

Staff- Sami Elliott

Staff- Julia Thompson

"Guru" Staff- Mikaila Way

Registrars- Dave Amen & Marc Solnet

Photographer- Tom Keyton

Teams		
	JC	SC
A	Maddy Searchinger	Larry Fitzsimmons
B	Brian Winstanley	Junior Weed-Ziegler
C	Sarah Calhoun	Bill Rubin
D	David McManus	Peggy Halderman
E	Katie Lyons	Wally Van Sickle
F	Brisco Arechederra	Joni Van Sickle
G	Connor Pierce	Norm Lyster
H	Elan Seideman	Melissa Adams
I	Caroline Vickstrom	John Kenyon
J	DeVante Deschwanden	June Boon
K	Dana Kiel	Jim Halderman
L	Cris Chacon	Patti Stickler

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Mountain Retreat Schedule

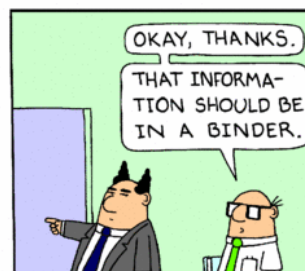
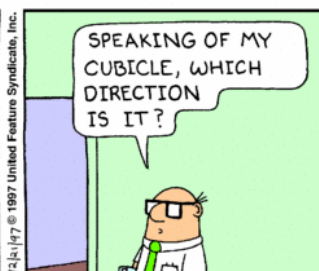
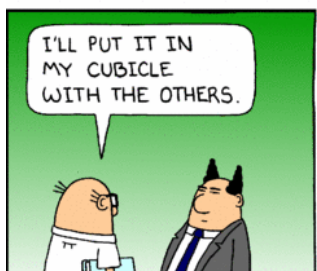
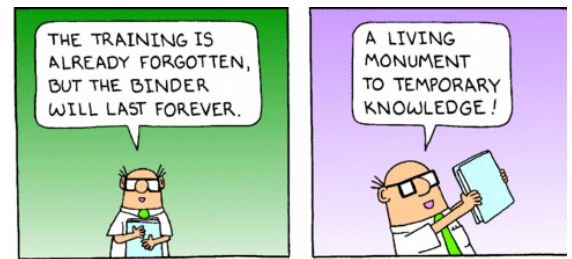
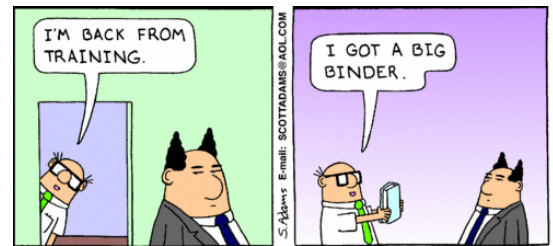
Time	Activity	Location	Equipment Needed	Persons Responsible
Friday				
11:00	Build Revolving Bookcase	Garage/Driveway	see Rev. Book. Sheet	Cuad, Dana, DeVante, Maddy
3:00	JCs Arrive	Cuad's House	confetti, banners, trumpets, red carpet	Drivers (drive safe!)
3:30	Official Intro and Icebreaker	Living Room/Outside		Cuad & Toria
4:00	Revolving Bookcase	Garage/Driveway	see Rev. Book. Sheet	Cuad, Dana, Sami
5:00	Debrief Training	Living Room	Manuals	Cuad, Toria, Jim
6:00	Dinner	Dining Room	FOOD!!!	Cuad's Mom, see kitchen matrix
7:30	Plan Brain Wise	Living Room/Basement	Manuals	Cuad & Toria
10:00	WoFs	Basement	Rehearsed WoFs!	Everyone
Saturday				
4:45	Wake Up!	Basement	Obnoxious Music, Coffee	Cuad & Toria
5:00	Sunrise Hike	Sunrise Hike	Hiking Boots, Warm Clothes	Cuad
7:30	Breakfast & Get Ready	Cuad's House	FOOD!!!	see kitchen matrix
9:00	WoFs and Manual Decorating	Living Room/Basement	WoFs, Manuals, Decorating	Everyone
10:30	SCs Arrive	Cuad's House	confetti, banners, trumpets, red carpet	SCs
11:00	Tarp Drop	Porch	Tarp	Cuad & Toria
11:30	Speed Dating	Inside/Outside	Lots of Chairs	Cuad & Toria
12:30	Barbecue	Porch	FOOD!!!	see kitchen matrix
1:30	JC/SC Roles	Living/Dining Room	Manuals	Cuad, Toria, Jim
2:15	Spiderweb	Forest	Spiderweb	Cuad, Toria, Jim
3:15	True Colors	Living/Dining Room	Manuals	Cuad, Toria, Jim
4:00	Ebola	Forest	Ebola Set	Cuad, Toria, Jim, Junior, Mikaila
5:00	Dinner (optional for SCs)	Dining Room	FOOD!!!	see kitchen matrix
6:30	Parting words for JCs	Basement		Cuad & Toria
JCs welcome to stay Saturday night		alternate activity: Tent Building		

Training Schedule

Time	Activity	Location	Equipment Needed	Persons Responsible
Friday				
5:00	JCs Arrive	Boys & Girls Club	Carpools!	Drivers (drive safe!)
5:30	Intro & Icebreakers	Main Room		Cuad & Toria
6:00	Wizard's Maze Towers	By Fire Pit	Tarp with grid Marshmallows, News	Cuad & Toria Mikaila
7:15	Dinner	Main Room	FOOD!!	see kitchen matrix
8:15	Why are we Here?	Teen Room	Manuals	Cuad, Toria, Jim
9:00	JC/Staff Roles	Teen Room	Manuals	Cuad & Toria
9:30	Brain Wise Skit	Main Room		JCs & Staff
10:00	JC Skit	Main Room	Skit Props	JCs & Staff
10:30	Campfire	Fire Pit	Flint, Steel, Kindling	Cuad, Toria, Jim
Saturday				
6:45	Wake Up!!	Computer Room	Obnoxious Music, Coffee	Cuad & Toria
7:00	Morning Activities!!!!	TBD	TBD	Cuad & Toria
8:00	Breakfast ... SCs trickle in	Main Room	FOOD!!	see kitchen matrix
9:00	Name Game	Main Room		Cuad & Toria
9:30	All Aboard	Front Lawn	All Aboard	Cuad & Toria
10:00	Circle of Support	Gym	Rope	Mikaila
11:00	Manual	Main Room	Manuals	Cuad & Toria
12:00	Lunch	Main Room	FOOD!!	see kitchen matrix
1:00	Harrassment!	Art Room	Open Ears	Terry Fiske
1:30	Perception Activity, 1-on-1s	Throughout		Toria
2:30	Swept Away	Computer Room	Manuals, Sticky Notes	Dave B, Cuad, Toria
3:30	Break	Main Room	Snacks	Cuad, Toria, Jim
4:00	Construction Site	Main Room	Lego Kits	Cuad, Toria, Jim
5:00	Debriefing, Twilight Time	Main Room	Manuals	Cuad, Toria, Jim
6:00	4WT/CV/Choices/P2A	Main Room	Manuals	Cuad & Toria
7:30	Dinner ... SCs trickle out	Main Room	FOOD!!	see kitchen matrix
8:45	Walk the Plank	Main Room	Wooden Boards	Cuad & Toria
9:15	Question/Concern Hat	Teen Room	Paper, Pens	Cuad & Toria
9:45	JC Skit	Main Room	Skit Props	JCs & Staff
10:15	Two-on-Ones, JC Hangout	Music Room, Teen Room		Cuad & Toria

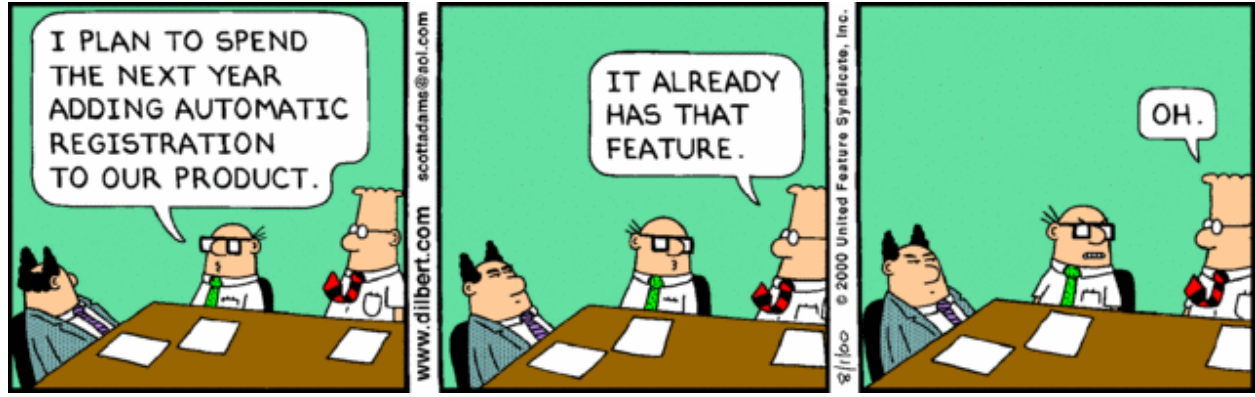
Sunday				
6:45	Wake Up!!	Computer Room	Obnoxious Music, Coffee	Cuad & Toria
7:00	Morning Activities!!!!	TBD	TBD	Cuad & Toria
8:00	Breakfast	Main Room	FOOD!!	see kitchen matrix
8:45	Trust Walk	Throughout	Blindfolds	Cuad, Toria, Jim
9:30	Disabilities	Main Room	Obstacle Course	Cuad & Toria
10:15	Warm Fuzzy/Team Gift Talk	Main Room	Manuals	Cuad Toria, Jim
10:45	Clean Up	Everywhere	Pack Up!	Everyone
11:30	Be Gone			
Then ... Alley Cat!		Backups: Tarp Flip, Helium Stick, Minefield, Inanimate Object Improv		

Kitchen Matrix		
Retreat, Friday Dinner	Cooking	Cuad's Mom
	Cleanup	Cuad, Brian, Sarah
Retreat, Saturday Breakfast	Cooking	Sami, Cris, Maddy
	Cleanup	Toria, David
Retreat Saturday Lunch	Cooking	Jim, Brisco, DeVante, Dana
	Cleanup	Elan, Katie, Julia
Retreat Saturday Dinner	Cooking	Cuad, Toria
	Cleanup	Caroline, Connor, Sami
Training Friday Dinner	Cooking	Jim, Toria, Cuad
	Cleanup	DeVante, Katie
Training Saturday Breakfast	Cooking	Dana, Elan, Mikaila
	Cleanup	Julia, Caroline
Training Saturday Lunch	Cooking	Mikaila, Sami
	Cleanup	Cuad, Toria
Training Saturday Dinner	Cooking	Jim, Toria, Cuad, Mikaila
	Cleanup	Brian, Maddy
Training Sunday Breakfast	Cooking	Cris, Connor
	Cleanup	David, Brisco



Schedule - Before YRYLA Starts				
Time	Activity	Location	Equipment Needed	Who
Friday				
6:00	JCs Arrive	Cagle	Carpools!	Drivers
6:30	Icebreakers	Cagle		Cuad & Toria
7:00	Make Team Signs	Cagle	Poster board, stuff	JCs
	Check Spiderweb, All Aboard	Forest, Kevin's Korner	see Matrix	Julia, Sami, Mik
7:30	Dinner	Cagle	FOOD!!!	Everyone
8:30	Sort Conferee Manuals	Cagle	Manuals	Everyone
9:30	Ponderosa Night Tour	Out and About	Flashlights	Cuad & Toria
10:15	GET SOME SLEEP!!!			
Saturday				
7:00	Wake Up!	Cagle	Obnoxious Music, Coffee	Cuad & Toria
7:30	Breakfast & Get Ready	Cagle	FOOD!!!	Everyone
8:15	Brain Wise & True Colors Tech	Allison	Props, Sound Sy	Everyone
9:00	Move Into Pine	Pine		Everyone
9:45	Target Run	Target in Castle Rock		
11:00	Lunch	Rockyard Brewery	Appetites	Jim's paying ... ☺
1:00	Arrive, Unpack	Ponderosa		
	Rehearse JC Skit	Allison	Skit Props	JCs
1:30	Car Car & Trust Walk	Jim's Meadow	FOOD!!!	Jim, Julia
2:30	Tour of Ponderosa	Out and About		Cuad & Toria
3:00	Organize Supplies	Cagle	Spiderweb	Cuad, Toria, Jim, JCs, Staff
	Check Hiking Trails	Trail		Wally
	Check Allison Setup	Allison		Everyone
4:00	Review Registration Process, Assign Team Spots, Introductions	Allison	Manuals	Everyone
5:00	JC/SC Time, Rehearse WoF to your SC	Anywhere BUT Allison	Manuals	JCs & SCs
	Community Building Training	Allison	Community Building Kit	Cuad, Toria, Jim, Staff, Mikaila
6:00	Dinner	Dining Hall		
7:30	Meeting	Cagle	Manuals	Everyone
8:00	SCs Sleep	Cagle	Pillows, Jumping Sheep	SCs
	JC Run-Through (Brain Wise, True Colors, WoFs)	Pine	Manuals	JCs

Sunday				
6:45	Wake Up! And Play Round 1 of JC vs SC Volleyball!	Pine (and Cagle)	Obnoxious Music, Coffee	Cuad & Toria
	Girls Move into Pikes Peak	Pikes Peak		Girl JCs
	Guys fix mattresses	Pine		Guy JCs
7:30	Breakfast	Dining Hall		
9:00	Pictures	Allison	WEAR YOUR POLOS!	Everyone
10:00	Registration Set Up & Chalk	Allison	Tables, Chalk, EVERYTHING	Everyone
	Multimedia Check		Sound System, Projector	Staff & JCs w/ Multimedia
12:00	Lunch	Dining Hall		
1:00	Ready ... Set ...			
2:00	Go!!! (YRYLArrians will probably start arriving around 2 ... see Registration Matrix)			



if only our Registration was automatic ...

Registration Process

(Also see Registration Matrix on pg 35)

Introduction:

These procedures have evolved over 23 years of continuous experience at the Rocky Mountain RYLA and YRYLA conferences. This includes over 350 years of cumulative experience among the Rotarian leadership. The procedures take into account a number of diverse objectives and constraints. One of the great aspects of RYLA and YRYLA is that these procedures are always subject to change...sometimes on the spot.

Objectives & Constraints

- Prepare the Ponderosa staff, YRYLA staff, Counselors, Rotarians and YRYLArrians for a smooth start to the 2013 YRYLA Conference.
- Familiarize all with the staff, facilities, and programs.
- Assure the parents and guardians of the quality and professionalism of YRYLA; thus assuring them about the YRYLA conference and the leadership experience their child will have.
- Practice what we preach.
- We will register 120 YRYLArrians in two hours from 2:30 to 4 pm on Sunday.
- There are always early (before 2:30 pm) and late (after 4 pm) arrivals.
- Everybody should be ready for the Welcome ceremony in Allison at 4 pm.

Arrival and Check-In

Male YRYLArrians arrive at Pine Lodge & Female YRYLArrians arrive at Pikes Peak Lodge. Positioned at the fork in the road near the snack shop, a Rotarian and a Counselor warmly greet early arrivals in their cars. They assure them that registration will start at 2:30 pm, and asked to make themselves comfortable in the administration building foyer or tour the grounds.

Starting at 2:30, the Rotarian and Counselor guide the parents to park near Pikes or Pine, depending on the gender of the child (females to Pikes Peak and males to Pine),

Counselors in Pikes and Pine greet the arrivals, check off the YRYLArrian on their list guide the YRYLArrian to their dorm room, where they select their bunk and drop off their luggage.

Counselors ask if the YRYLArrian has ANY medications with them, including over the counter products such as aspirin, and lets them know they MUST bring all meds with them to Allison Pavilion.

Counselors then show them the way to Allison Pavilion

At Allison the family is greeted by a Rotarian standing in the pathway near the banners. The Rotarian reminds the adults that they **MUST** pick up their child no later than Noon on Friday and with encouragement, invites them to arrive by 10:30 am for the final ceremonies and to view the slide show. The Rotarian gives out the "RYLA for Dummies" handout.

Rotarians and Counselors run the "congo line" that YRYLArrians follow in this order:

- Walk into Allison following the chalk arrows.
- In no meds, follow arrows to the check in table.
- If with meds, follow arrows to the nurse's table. Once the nurse has the meds, a Rotarian will direct them to the check in table.
- A counselor or staff will make sure all paperwork is ready to go before they get to nurse's station - have extra forms handy
- Rotarians check the YRYLArrians off on the master list - divided into two sets by alpha
- Someone calls them by name and gives them a name tag and lanyard and shows them how to attach the name tag to the lanyard.
- Someone calls them by name and helps them find their name label and affix it to the manual. He then passes the manual to the Counselor passing out shirts.
- The Counselor checks the label on the manual for the shirt size and gives the YRYLArrian a shirt of that size and a water bottle.
- At this time Rotarians guide the YRYLArrian to a Counselor at the self-assessment table and, if the parent has been inclined to stick around, assures them that the child is in good hands and gently encourages them to leave.
- Counselors encourage the YRYLArrians to participate in the Ice Breakers.

At 3:50 pm or when registration is complete, all extra material, computers, etc., will be moved by staff Counselors to the far left side in the back of Allison Pavilion.

Staff will remain at the side entrance of Allison at 4pm (the start of the first session) for late arrivals. If any, they will be checked in the same as everybody else and encouraged to take a seat once they have completed the self-assessment.

General Check-in Procedures

Counselors use chalk ahead of time to draw the path on the floor for YRYLArrians to follow.

Any YRYLArrian who needs a replacement name tag will get it right now courtesy of the Registrar.

Smooth traffic flow is critical to avoid bottlenecks so extra people in the entrance and check-in area, whether they be Counselors, parents, siblings, etc., need to be encouraged to gather elsewhere.

RESPONSIBILITY MATRICES

Registration Matrix			
<u> </u> JCs <u> </u>	<u> </u> SCs <u> </u>	Total	Registration Responsibility
Head JCs	Chair	3	Oversight of entire process
1	1	2	Road Greeters
1 (m)		1	Pine Car Greeter
2 (m)	1 (m)	3	Pine Room Check-Off
1 (f)		1	Pikes Peak Car Greeter
2 (f)	1 (f)	3	Pikes Peak Room Check-Off
	2	2	Allison Greeters
	1	1	Medicine Table
	2	2	Rotarian Master Check-Off
	1	1	Name Tag & Lanyard
	1	1	Label & Manual
	1	1	Shirt & Water Bottle
	2	2	Rotarian Assurance Giver to Parents
5		5	Icebreakers
1		1	Assistant to Registrar
	1	1	Photography
1 (Staff)		1	Floater/Gopher

Brain Wise Presentation Matrix

(See pg 81)

Wise Way		Counselors Responsible
WW1	Wizard/Lizard Brain	
WW2	Constellation of Support	
WW3	Red Flags	
WW4	Emotional Elevator	
WW9	Setting Goals	

True Colors Presentation Matrix

(See pg 105)

Color	Counselors Responsible
Blue	
Green	
Orange	
Gold	

Morning Activities Matrix

(See pg 104)

Activity	Where	Counselors Responsible	Equipment
Basketball	Gym		Basketball
Jogging/Running	Out and About		N/A
Soccer	Ball Field		Soccer Ball
Football	Ball Field		Football
Dance	Out and About		Boombox, Music
Yoga	Pikes		N/A
Volleyball	Sand Pit		Volleyball
Ultimate Frisbee	Field near Chapel		Frisbee

Word of Focus Matrix

JC	Type of WoF	WoF	Time
			Sun. 6:30 pm
			Mon. 8:00 am
			Mon. 1:00 pm
			Mon. 6:00 pm
			Tues. 8:00 am
			Tues. 1:15 pm
			Tues. 6:15 pm
			Wed. 8:00 am
			Wed. 1:00 pm
			Wed. 4:15 pm
			Wed. 6:00 pm
			Thurs. 8:15 am
			Thurs. 10:30 am
			Thurs 12:45 pm
			Thurs 4:45 pm
			Fri. 8:15 am

Rotary Youth Programs Matrix

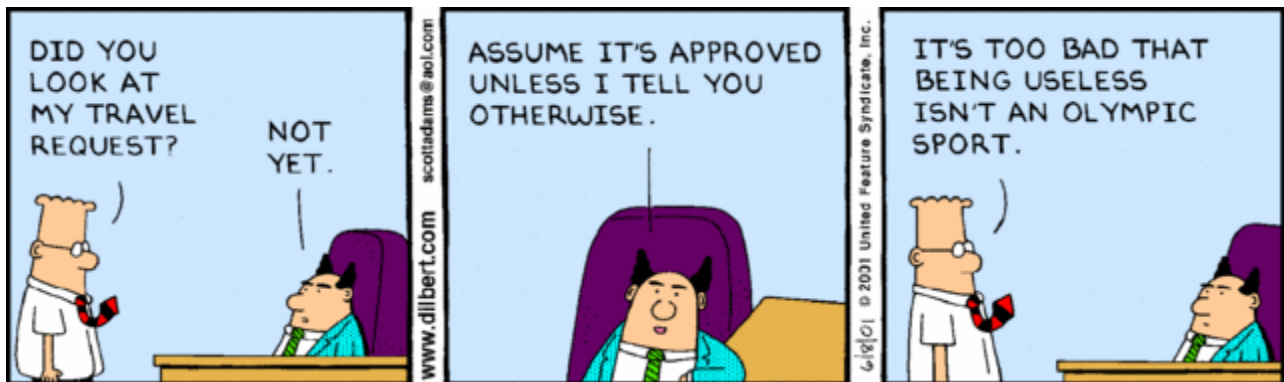
(See pg 203)

Program	Counselors Responsible
Interact	
Rotary Youth Exchange	
ShelterBox	

Goofy Olympics Matrix

(See pg 217)

Game	Counselors Responsible
Helium Stick	
Pain in the Neck	
Threading the Needle	
Pipeline	
Puppy Love	
Penny Races/Pictures	



Team Spots Matrix

(See map on pg 14)

Spot	Team	Counselors
Admin Lobby		
Admin Elkhorn		
Admin Buckskin		
Pine Lobby		
Pikes Peak 1st Floor		
Pikes Peak Attic		
Allison Stage		
Game Room		
Bear Den		
Cagle Basement		

Mikaila (Guru) Matrix

Day	Activity	Time	Location	Materials	Notes
Sunday	Registration	2:30-4:00 PM	See Reg. Matrix		
	Circle of Support	5:00-5:30 PM	Ball Field	Climbing Rope	
Monday	Towers	1:15-5:15 PM	Gym	1/2 bag of mini marshmallows, 1 box of wooden toothpicks per team; 12 stacks of newspaper 12" high, 12 rolls of 1" masking tape, extra newspaper	
Tuesday	Ebola	8:15 AM-12:15 PM, 1:15-5:15 PM	Junior's Freaky Forest	Ebola Set	
Wednesday	Ebola	8:15 AM-12:15 PM	Junior's Freaky Forest	Ebola Set	
	Walk of Possibilities	3:15-4:15 PM	Gym/Elkhorn	Whiteboard/flipchart, dry erase markers or sharpies, 2 boomboxes, music	Joni/Wally will be leading the same activity next door
Thursday	Community Building	3:15-4:45 PM	Allison/Gym	Community Building Supplies	Other half of YRYLA will be in the other room w/ Cuad
Friday	River Crossing	8:30-9:30 AM	Meadow by Ball Field	2 Ropes 130 ft long, 120+ File Folders	
	Circle of Friends	9:30-9:45 AM	Junior's Freaky Forest		

Staff Matrix

Day	What to do	Time	Location	Julia	Sami	
Sunday	Check water containers	2:00 before registration	Allison	x	x	
	Registration (see Reg. Matrix)	2:30 -4:00	see Reg. Matrix	x	x	
	Help register late arrivers	after 4:00	Allison		x	
	Make sure Mikaila has rope for Circle of Support	before 5:00	Allison	x		
	Check water containers	after dinner	Allison	x	x	
	Help prepare Galaxy Galley and deliver to team spots	during Twilight Time	Cagle	x	x	
	Monitor Dorms during JC/SC meeting	from 10:15 --> ?	Pine (Connor), Pikes Peak (Sami)	x	x	
	Start filling evaluation data into spreadsheet	when time allows		x	x	
Monday	Morning Activities	7:00-7:30	see Morn. Act. Matrix	x	x	
	Check water containers	by 8:00	Allison	x	x	
	Check sound equipment and have music going	before 8:00	Allison	x	x	
	Make sure Team Building materials are ready - 12 large tarps w/ grid	by 9:15	back of Allison	x	x	
	Check water containers	~noon	Allison	x	x	
	Check sound equipment and have music going	by 12:15		x	x	
	Make sure Mikaila has all materials for Towers	by 1:15	Gym	x		
	Make sure all Swept Away stations have necessary materials	by 1:15	see Monday Matrix		x	
	Check water containers	after dinner	Allison	x	x	
	Continue filling evaluation data into spreadsheet	when time allows		x	x	
	Help prepare Galaxy Galley and deliver to team spots	during Twilight Time	Cagle	x	x	
	Monitor Dorms during JC/SC meeting and write Warm Fuzzies	from 10:15 --> ?	Pine (Connor), Pikes Peak (Sami)	x	x	
	Tuesday	Morning Activities	7:00-7:30	see Morn. Act. Matrix	x	x
		Check water containers	by 8:00	Allison	x	x
Check sound equipment and have music going		before 8:00	Allison	x	x	
Set up Revolving Bookcase, make sure Service Project is ready to go		before 8:15	Buckskin/Elkhorn		x	
Get necessary materials to 4 Way Test, Core Values, Choices, Finding My Voice		before 8:15	Pine, Pikes (both floors), Allison	x		
Revolving Bookcase		8:15-12:15	Buckskin		x	
Car Car/Trust Walk		8:15-12:15	Jim's Meadow	x		
Check water containers		by 1:15	Allison	x	x	
Check sound equipment and have music going		by 1:15	Allison	x	x	
Revolving Bookcase		1:15-5:15	Buckskin		x	
Car Car/Trust Walk	1:15-5:15	Jim's Meadow	x			

	Check water containers	after dinner	Allison	x	x
	Break down Revolving Bookcase	before Twilight Time	Buckskin		x
	Help prepare <i>Galaxy Galley</i> and deliver to team spots	during Twilight Time	Cagle	x	x
	Monitor Dorms during JC/SC meeting and write Warm Fuzzies	from 10:15 --> ?	Pine (Connor), Pikes Peak (Sami)	x	x
Wednes day	Morning Activities	7:00-7:30	see Morn. Act. Matrix	x	x
	Check water containers	before 8:00	Allison	x	x
	Check sound equipment and have music going	before 8:00	Allison	x	x
	Set up Revolving Bookcase, make sure Service Project is ready to go	before 8:15	Buckskin/Elkhorn		x
	Get necessary materials to 4 Way Test, Core Values, Choices, Finding My Voice	before 8:15	Pine, Pikes (both floors), Allison	x	
	Revolving Bookcase	8:15-12:15	Buckskin		x
	Car Car/Trust Walk	8:15-12:15	Jim's Meadow	x	
	Check water containers	by 1:15	Allison	x	x
	Check sound equipment and have music going	by 1:15	Allison	x	x
	Make sure materials for Walk of Possibilities are ready	before leaving for the hike	Gym & Elkhorn	x	x
	Check water containers	before leaving for the hike	Allison	x	x
	Help set up ShelterBox (if not already done)	during Walk of Possibilities	Outside of Allison	x	x
	Check water containers	after dinner	Allison	x	x
	Be observant during Take A Look Around, have tissues ready	6:15-7:45	Allison	x	x
	Break down Revolving Bookcase	before Take A Look Around	Buckskin		x
	Help prepare <i>Galaxy Galley</i> and deliver to team spots	during Twilight Time	Cagle	x	x
	Monitor Dorms during JC/SC meeting and write Warm Fuzzies	from 10:15 --> ?	Pine (Connor), Pikes Peak (Sami)	x	x
Thursday	Help with wake up for sunrise hike	TBA by Wally	Dorms	x	x
	Check water containers	before 8:15	Allison	x	x
	Check sound equipment and have music going	before 8:15	Allison	x	x
	Set up RYLA Ball fields w/ cones	by 9:30	Allison	x	x
	Make sure skit props are ready for Comedy Club, and everyone has their Team's Moral Compass	by 10:45	Allison	x	x
	Check water containers	~noon	Allison	x	x
	Make sure all Goofy Olympics supplies are ready to go	by 1:00	Allison	x	x
	Step in for JCs whose teams are being photographed, help Tom Keyton and Head JCs	1:00-2:00	around Allison	x	x
	Help set up Community Building	2:00-3:15	Allison, Gym, Elkhorn (?)	x	x

	Check water containers	after dinner	Allison	x	x
	Check sound system, playlist, prepare and set up for Dance	by 7:45	Allison	x	x
	Help serve ice cream at the Dance	during Dance	Allison	x	x
	Monitor Dorms during JC/SC meeting and write Warm Fuzzies	from 10:15 --> ?	Pine (Connor), Pikes Peak (Sami)	x	x
Friday	Pack up your stuff	6:45 AM	Dorms	x	x
	Start Packing up YRYLA Stuff	after done with your own stuff	Cagle	x	x
	Check water containers	before 8:15	Allison	x	x
	Check sound equipment and have music going	before 8:15	Allison	x	x
	Make sure Mikaila is ready to go for River Crossing	by 8:25	Meadow by Ball Field	x	x
	Continue packing YRYLA stuff	during final team time	Cagle	x	x
	Go to slideshow, final speakers	11:00 AM	Allison	x	x
	Finish packing everything	until finished	Everywhere	x	x

Relax!!! It's been an awesome week!!!!

You guys are what make Young RYLA work.

Keep up the hustle! And have fun!



TEAM FACILITATION MATERIALS

A Formula for Effective Debriefing

Remember that the debriefing process has a sequence. It works best when you begin with simple ideas and then work the group into more difficult and abstract debriefing topics. Try thinking of the debriefing process as a three-step process - or just three (3) leading question headings:

What? **So What?****Now What?**

What?

What actually happened?
What was observed?
Who said what?
What did you see done?
What did you see?
What did you hear?
What did you think?

So What?

So what was learned?
So what skills or talents were demonstrated and by whom?
So what feelings arose? When did they arise? What thoughts promoted them?
So why did the team's plan work or not work?
So what would have made it work more effectively?
So how would you rate your current level of teamwork?
So what resentments, apologies, requests or acknowledgments would you like to make before moving on?

Now What?

Now what plans, techniques or strategies do we want to keep?
Now what plans, techniques or strategies do we want to avoid?
What new skills do we want to develop or practice before going on?
How does anything we have learned so far apply to our daily lives?
What skills and talents have you used effectively today that you would like to use more often in your daily lives?
What knowledge or skills are you willing to bring to the next activity?

These and the suggested debrief ideas with each activity are only a guide to start discussion. As a facilitator, you then have the opportunity to uncover what the team learned by doing the activity. Do not shut off active, positive discussion by team members in order to complete the list of suggestion.

The Debriefing Process at YRYLA

How does the experiences at YRYLA get translated into learning? Why do some people permanently alter their outlook on life and others return to the same habits? One possible answer is that the experience in their mind is unstructured and not seen as relating to their life in general.

We learn by taking in new information or experiences. The brain then categorizes it, and connects it to previous information. Debriefing helps to get the learner to get the "aha moment" to understand how this experience fits into their view of the world. It is when the person puts together the pieces of information and molds them into a comprehensive understanding or belief that is then integrated into their lives. These aha moments can happen at anytime and thus the skill of debriefing is a constant way of being with other people.

Some activities create learning, and it does seem to change everything. Why? There are several things that can create lasting learning. One is that the person wants to learn. If the participant does not want to change, then they will not. This is why an ingredient of team building each member of the team needs to show up totally as themselves. Don't cave in to others just to keep the peace, BUT it is very important to have as an agreement that everyone is dedicated to being open to the influence of everyone else in the group.

Second, the potential for learning increases when the individual has a stake in the team and the result. If there is no risk connected to the activity, then the person can just "drop out" emotionally or physically and learn nothing. It might play out as - "I could do well with this if I wanted, but I have no interest in it." It could be that they think of it as just a game and does not mean anything anyway. This is something that I need to preserve through and I can forget it. Sometimes they may just think that "this is stupid" and mentally disengage.

If there is too much risk then it becomes a fight or flight issue. While it is not the job of the JC to make them "comfortable", it does help to make sure that no one has so much at risk that they cannot participate in some way. There is no learning if there is not some discomfort.

The job of the JC is to produce a safe place for learning to take place. **We do an absolutely great job of that!!** I would encourage the JC and the SC to keep a belief that each person on their team is creative and resourceful. When we do that we empower them to grow on their own - we do not have to give them advice. We do not fix anyone or change anyone. We produce an environment for change. Now all we have to do is be patient and

watch them grow! Stay curious to see how that happens. We call it magic. It is not. It is designed.

This may happen in a linear way or not. Generally speaking it looks like this:
Experience -> describe the experience (what?) -> interpret it (why did it happen?)->
Generalize what the learning was -> apply it (what now?) -> and move on to more experiences.

Mitch Jacobs and Mari Ruddy have developed a 5 question debrief that works very well. After an experience at YRYLA if you ask the group what just happened? Or any open ended question, many times we get a blank stare. The reason for that is that we are trained that we are suppose to have a "right" answer. This happens all of the time in the classroom. Ask a group of 2nd graders a simple question and they will give you an answer right off of the bat. It may be correct, but it is their answer that is in their brain. You can learn a lot about them!

IF you open with a simple closed ended question, then you can direct their attention to something in the activity that they might of happened and go from there. You have initiated the conversation about the activity. You have given direction to the conversation, and now you can be open to where the conversation goes from there. You have jump-started the debriefing of the activity.

Did you notice that John just took over this activity?

Did you notice that everyone seemed confused?

Did you notice that Jane gave a suggestion?

Did you notice that not everyone was participating

Did you notice that that everyone was involved?

If you know what the purpose of the activity is and the intended learning objective of the activity, then you can be observant and then your curiosity will take hold and you will have the question. It is not as effective if you have a preconceived question that you are going to ask. You do have to pay attention to the team to be able to ask a good opening question! You have now indicated to the team that you cared enough to actually notice what was going on. There is no one right thing for you to ask - just be yourself and ask what you are curious about.

After you have gotten them to acknowledge that there was something that you noticed you can now ask: ***why did that happen or why is that true?*** This gets them into reflecting about the activity and you can now be open to them about what they got out of the activity. Kind of dance in the moment. They are now getting their brain to generalize and look back at past experiences to make sense of the learning. Now ask open-ended questions like: what assumptions are you making? Why is this important?

Now find out if this happens to them in their lives outside of RYLA. This provides some avenue of taking the learning beyond this particular activity. Let them talk about how it shows up at school, in their community, etc.

Now the "why" question again. Why does this happen at school? It creates an awareness of their world and the participants now can get past the obstacles to learning and look at how they want to use the information that they learned here.

The last question is about how they can use what they learned. How does that change things? How do they want to operate in the future?

In other activities you can remind them about what they said how they wanted to change.

In getting the debrief started you might ask yourself:

Who contributed the most?

Was the objective reached?

How many different strategies were considered?

Or

Who had the power in this group?

How did they acquire that power

What rule did the group operate under?

What assumptions were made?

Which rules were followed? Which rules were broken?

Or

Why did she take the leadership role?

Was anyone displaying strong emotions?

How did he react to being ignored?

She seemed frustrated. How could you tell?

Who was most focused on completing the task?

These places for observation can lead to the first question and thus to the second question - why did this happen?

The 5 questions:

Did you notice.....

Why did that happen?

Does that happen in life?

Why?

How can we use this or what can we change next time?

Team Development Resources

Definition of a team

Let's start with the definition of a team. In their best-selling business book *The Wisdom of Teams* (Harper Business Books 1994), Jon Katzenbach and Douglas Smith define a team as:

'A small number of people with complementary skills who are committed to a common purpose, a set of performance goals and an approach for which they hold themselves mutually accountable'

The characteristics of a high-performance team therefore are:

A clearly defined and commonly shared purpose.

High-performance teams have a well-defined, mutually agreed and shared set of goals for which they hold themselves accountable. From a team tasked with sending a space shuttle to Mars to a medical team in an operating theatre, the teams that are effective share a common sense of purpose.

Mutual trust and respect.

In high-performance teams members have a high degree of trust and respect for each other. There is recognition that everyone has diverse skills and backgrounds and that all contributions are valid.

Clarity around individual roles and responsibilities.

Have you ever been in a position in a team where roles and responsibilities are not clear? Where there may be duplication of effort or team-member responsibilities are vague and important tasks fall into a black hole? In high-performance teams everyone knows what their role is and what their individual responsibilities are.

High levels of communication.

A high-performance team has open and high-frequency channels of communication. Information is cascaded to and from the team leader, between the team members and amongst their key stakeholders.

Willingness to work towards the greater good of the team.

Individuals working in a high-performance team recognize that there will be times when they need to put the needs of the team before their individual goals. Captain Oates was a good example of this. He sacrificed his own life rather than be a burden on the rest of his team. In a high-performance team individuals recognize that at times they may have to make sacrifices for the overall good of the team.

A leader who both supports and challenges team members.

Leaders of high-performance teams demonstrate a balance of supportive behavior and challenge. They encourage their team, listen and provide ongoing recognition. At the same time they are not content with the status quo. They challenge the team to do greater and better things, question current ways of working and encourage ongoing improvement.

A climate of co-operation.

High-performance team members are co-operative rather than competitive. They support one another and work towards the common goal rather than being divisive.

Ability to voice differences and appreciates conflict.

Finally, a high-performance team does not push differences under the carpet. They value challenge and openness and appreciate that conflict will help move the team forwards.

Vision and values in their context

There are a number of terms that get bandied around in relation to vision and values. Often teams say they have a vision, when in fact this is a 'mission'.

To help clarify terminology, here is our definition of the different words used:

Vision: a picture of a desired future state that is sufficiently appealing and compelling to drive change forward - the 'where we want to be'.

Mission: the purpose of the team - the 'what we want to achieve'.

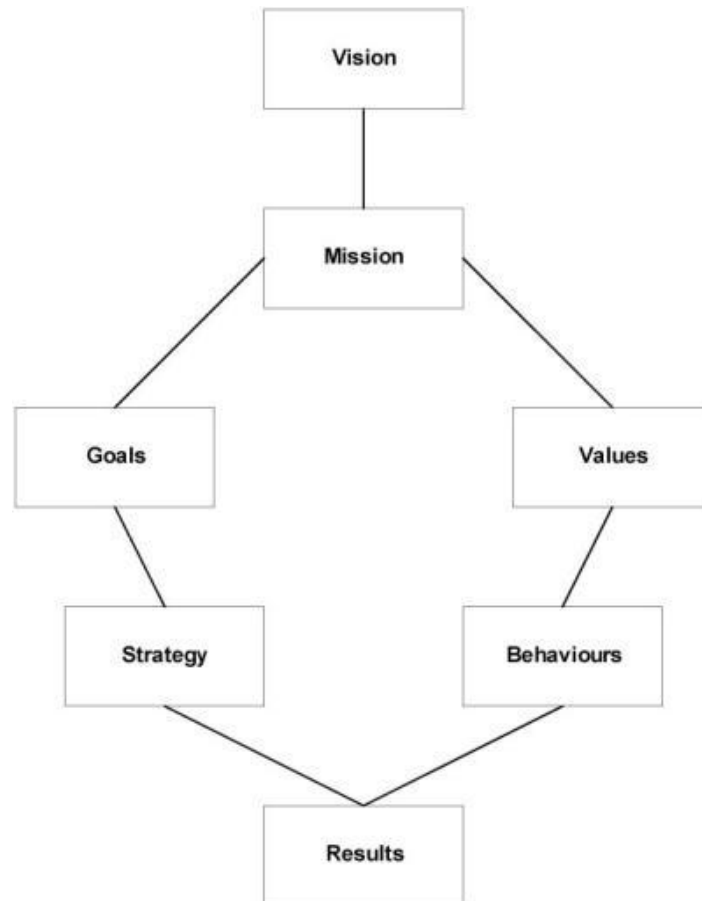
Values: the underlying principles and ethics that drive the team - the 'how we want to act to guide us towards our vision'.

Goals: the objectives or targets that the team is trying to achieve - the 'what we need in order to achieve our mission'.

Strategy: the approach that the team is adopting to achieve the goals that support the strategy - the 'how we will achieve our goals'.

Behaviors: the way in which people in the team act in terms of what they do and say that brings the strategy and desired culture to life - the 'what we will say and do to bring our values to life'

The 'team diamond' seen in the figure below explains the inter-relationships.



Reference: Cook, Sarah. Building a High-Performance Team: Proven Techniques for Effective Team Working. IT Governance. © 2009. Books24x7.

Top Ten Do's and Don'ts for Counselors and Rotarians

10. DO learn your team members' names. Actively include all of your team members in all team discussions and activities. Look at their profiles and know their interests.
9. DON'T worry if your team isn't immediately bonding together and forming the "dream team"... Have patience and allow your team to naturally develop into something truly special...No two teams are ever the same!
8. DO talk and communicate with the other Counselors, and especially the Rotarian with whom you are paired. You are a team.
7. DO privately ask one of the naturally emerging leaders in the team to help draw in those who are not actively participating.
6. DON'T be afraid to ask for help if you need it. This is the best support group you'll ever find!
5. DO end Twilight Time at 10:15 PM sharp and lights out at 10:30 PM! Get logistics done first. Then enjoy the fun of discussing the day's activities and what the team members learned each day! The exception is Wednesday's Twilight Time which can be extended if needed.
4. DO be the first on your team to do the Trust Fall, if no team member is eager to do so - but be the last on the Climbing Wall and Zip Line.
3. DO stress RESPECT for each other. Require and confirm that all team members are in attendance at **all sessions and activities** and are **on time!!!** (*The team is a team only when all team members are present*).
2. DON'T be disappointed if you feel like your team is forming in a way that leaves you on the outside looking in. YRYLA is for the YRYLarians.
You are there to support and foster your team, not to relive the experience you had as an attendee.
1. DO make sure you get some SLEEP. You will be sharper, you will be more observant, and you will do a better job!

Counselor Information Summary:

Communication

Get to know your team, by name and personality, as quickly as possible.
Make them ALL an active part of the team.
Make them respectful friends, so they are not alienated from you.
Ask how can I delegate and help develop skills.
Never give the answer, be patient, they will get it if you let them.

Information

YRYLArians will not be given a schedule. You are not to share your schedule with them, and when they ask what comes next, you will not tell them. We don't want YRYLArians to come into activities with preconceptions that way they can make the most of it.

Bring notebooks to ALL activities and events
Keep them excited about the speakers and activities.

Enjoy

Make this week fun for yourself and your team.
Laugh with them, cheer them on, be a part of them and love them for they are all wonderful in their individual ways.

More Practical Tips

Read the manual. Re-read the manual. Take Notes while reading the manual.

Encourage drinking water from hour #1. The high altitude gets some kids, and we don't want people dropping out from something so easily prevented.

Suggest that if conferees "go with the program" and not resist it, they have a great opportunity to transform their lives in a week.

Listen. Listen. Listen not only to words, but also to the feelings being expressed and listen to what is not being said.

Maintain eye contact when speaking or listening.

The best way to make new friends is to let them help you.

Keep in mind your actions speak louder than your words, so "***walk your talk.***" Practice being quietly competent.

When you think of it, initiate ... don't procrastinate.

Take the initiative, but emotionally let go of the outcome.

Counselor Roles and Responsibilities

An important function of the Counselors is to pass information on to their teams. The YRYLArrians represent their communities, their schools and sponsoring Rotary Clubs. The teams need to be kept informed and on track as to scheduled activities. The YRYLArrians need to be reminded, frequently, that they are to wear their nametags, bring their binders, and be on time to all activities.

Counselor and Rotarian Roles: Counselors and Rotarians operate as a team with the Counselor taking the lead in all activities.

The main role of the Counselors is to facilitate the activities and the team discussions, helping develop a team identity, and fostering creativity and leadership in the teams' designated activities. Your Rotarian is a member of your team and you can depend on them for their counsel and wisdom. Consult with them if there is a problem but do not use them as the disciplinarian of any team member.

The main role of the Rotarian is to be a resource to the Counselor. Expect to have open, supportive, and constructive communication with one another before and throughout the week. Let your Counselor lead the activities, the debriefings and the discussions - that is their job not yours - your role is to support your Counselor.

Counselors **MUST NEVER** dominate the discussions with their team; they should facilitate and draw all members of the team into the discussions and activities. This is particularly important in the Twilight Time sessions where the days' activities are reviewed. Rotarians can add depth to the discussions by stating what he/she has noticed and ask open ended questions. Find a way to communicate with one another so that the Counselor recognizes the opportunity to invite the Rotarian into the discussion when they have something to add. A Rotarian who can briefly share a life experience with the team has often been a life-long inspiration to a YRYLArrian.

Counselors are to be friends, confidants, and resources for the YRYLArrians as they explore new ideas and ask questions. Counselors have a responsibility to observe, remind, and encourage the YRYLArrians to abide by the rules and fully participate in activities of the conference. This may require persistence. The YRYLArrians and Counselors are sometimes so stimulated by the conference activities that they are reluctant to bed down.

Adequate sleep is a must for the Counselors to provide and the YRYLArrians to gain full benefit from the program. YRYLArrians are not allowed to sleep in, or the task of enforcing Lights Out the following night becomes significantly more difficult. Counselors sleep in the same dorms as the YRYLArrians to assure their safety. Enforcing the Wake Up and Lights Out schedule is the Counselors' responsibility.

Sometimes Counselors add a lot of extra stress to their responsibilities by focusing on how their group is doing. Every group evolves at a different rate and in a different way. Just try to relax and let the RYLA magic work its wonders.

Problems: If there are problems, they are usually minor and are resolved with a little attention. When there is a problem, the YRYLA Chair **Jim Hoops** and other Rotarians will be available to help.

Attending All Sessions: We insist that YRYLArians attend all sessions and conduct themselves with dignity. This sometimes means a gentle reminder of what constitutes appropriate behavior. The Counselors are expected to know where the members of their team are and see that they are in attendance at the various scheduled activities. **This includes sitting with the team during sessions in Allison Pavilion and during all activities. Conduct frequent head counts.** Past Counselors have found the week to be a fun and rewarding experience. The YRYLArians are bright, sociable, and full of great ideas, idealism, and energy. Counselors can learn a great deal from the young people involved and often gain more from the program than the YRYLArians.

Emergencies: The YRYLArians have been instructed to contact the nearest Rotarian if anyone is hurt or injured. Please go to the person that is injured to determine the extent of the problem. Have others contact the Chair, **Jim Hoops**. The Counselor must stay with the injured party and call for medical assistance, if necessary.

If the injury is nothing but a small cut or bruise, we will be able to take care of the problem. Camp Ponderosa has a registered nurse on staff whose office is located next to the Administration Building just south of the Ponderosa Dining Hall. If there is a serious injury we can summon an ambulance. We have the signed parental release forms available for any problem. The most common problems that arise are:

- Dehydration (feeling ill, headaches, tired) - DRINK LOTS OF WATER!
- Over caffeination - this is the first time many kids have been able to choose what they want to eat and drink. No filling water bottles with pop from the dispensaries in the dining hall and please discourage drinking caffeinated drinks at dinner.

Phone Call Emergencies: Should parents of YRYLArians need to contact their child, they will call the phone number for the YRYLA Chair **Jim Hoops** or the camp. They can leave a message and we will take the appropriate action.

YRYLArians are not allowed to contact their parents and parents are not allowed to contact their children - any communication must be through the YRYLA Chair, **Jim Hoops**.

Phone Use by Counselors and Rotarians: Do not use your phones during camp hours (7:00 a.m. - 10:30 p.m.). If you have an urgent need, clear it with the YRYLA Chair **Jim Hoops**. He will make sure your team is adequately covered and let you go to a private place to make your call (Cagle). Turn your phones off when around your team.

Staff Member Roles and Responsibilities

Being a staff member at YRYLA is a vital role that needs to be filled by someone who is responsible, compassionate, enduring, an independent worker, and FUN! The role of a staff member is to assist the other counselors, the head counselors, and the conferees wherever assistance may be required.

In the past, staff members have:

- Filled in for counselors permanently
- Filled in for counselors who temporarily had to leave
- Run snacks at twilight time
- Prepare supplies for each activity
- Help the photographer
- Facilitate experiential activities
- Help run other activities
- Help smoothly transition teams from activity to activity
- Help with sound system and IT
- Monitor the dorms
- Write warm fuzzies
- Get to know the program inside and out
- Accompany individual conferees places when counselors must stay with the team (restrooms at night, medical center back to the dorms)
- Work closely with the head JC's and Chair to make sure each activity and day runs smoothly
- Get to know all of the conferees better than the counselors!

Staff members are vital to the success and fluidity of YRYLA. Staff members allow counselors to put their sole focus on the conferees, while the head JC's and the staff members take care of the preparation details. Staff members are in a unique position without their own conferee team yet as a vital part of the Counselor team, Without the confinement to one team staff members have the opportunity to get to know more of the conferees on an individual basis. Just like every other person who is a part of YRYLA; the happiness, health, and growth of the conferees is your number one priority.

While most counselors only have a potential 3 years at YRYLA, staff members are fortunate enough to have a potential 4 years at YRYLA. Oftentimes staff members become the best Young RYLA counselors because they have gained the time and experience it takes to truly understand YRYLA.

See pg 39 for your Matrix.

The Stages of Team Effectiveness

"Team work is important in almost every activity of humans life." ~Mathew Sarrow

"There is no difference between teamwork and leadership." ~ Jeff Campbell

FORMING

*"The first stage is Forming. It might be also named as Testing. **The emotions that are strongly connected with this stage** are being polite but also impersonal, watchful and guard. This stage starts at the first meeting when the team is formed but people don't know each other very well. They only '**testing the water**' not sure what might happen, trying to define the boundaries of their tasks as individuals and as a single entity and a norms in the group. At this stage **questions and friends have their beginning**"*

Likely to see team members...

Using "Polite" behavior that seems out of context to the culture of YRYLA.

Being reluctant to question or challenge others.

Being reluctant to engage in conversation or to respond to others.

Waiting for others to make the "first move".

Focused on avoiding conflict and avoiding making commitments.

STORMING

*"A second stage is a kind of a **battle when different ideas, points of view are coming out on the world and come against each other. It's kind of storm of minds and that's why this stage is called Storming. Team members deal with conflicts and their resolutions. Here, they meet challenges** -- both interpersonal and duty-related -- that oftentimes present conflict or stalemate."*

Likely to see the team members ...

Negative behavior out of context to the culture of YRYLA.

Aggressive challenging or blaming of others.

Not knowing when to stop talking, lots of lobbying, telling others what to do, etc.

Focus is on getting others to do what they think is "right".

NORMING

*"The Norming stage of team development is characterized by **cohesiveness among team members. After working through the storming stage, team members discover that they in fact do have common interests with each other. While at the second stage very important is controlling conflicts (people after negotiation training can***

*help to calm it down), at the next stage more important are **being opened, developing skills, establishing procedures, giving feedback.** "*

Likely to see team members acting...

Behavior within the context of the culture of YRYLA.

Relaxed approach to dialogue, whether complementing or challenging.

Focus is on working together to get the job done.

The focus here is on trusting people on the team, even if that means not getting to do it their way.

PERFORMING

"The last stage of the path, Performing, is not available to all groups. It's a result of good work at the three other stages. Team members have become interdependent. They are motivated and knowledgeable, competent, autonomous and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team. All team members share the team's interests and concerns. By putting energy toward common goals and using agreed-upon strategies, the team is making a significant progress."

Likely to see ...

A team which works so well together they exceed expectations.

Focus is on being the very best that can be imagined by the team.

Lloyd Thomas helped to develop the explanation of these team stages for our training. The quotations are from an article titled "Forming, Storming, Norming, and Performing" (Sarrow, <http://ezinearticles.com/?Forming,-Storming,-Norming,-and-Performing&id=1134118>).

Hints for Guiding Teams

Some Suggestions for Leading

Watch for body signals to see who is ready to speak next. Bring in those who are continually overridden.

Natural leaders will emerge...just make sure other viewpoints are heard. Ask if anyone has another opinion.

Ask other members of the team (privately) to help to include the shy individuals.

Listen to what is being said, as well as what is not.

Don't evaluate or judge what is said; that is for the team to do.

Some Principles to Consider as a Facilitator for Your Team

Be patient.

The discussion and learning are more important than finishing an activity.

Guide the Team (OUR JOB IS TO **STEER** THE BOAT, NOT **ROW** IT).

Allow the team to make mistakes (so they can learn from them).

Make it Fun.

Some Ways to Handle Difficult Situations

If the team is not communicating or challenging each other or anyone...

Ask the team what it thinks needs to be done to make it better.

Ask the team to explain in more detail what is not working.

Make sure more than one person is offering suggestions.

Never allow blaming.

If one or two people in the team are consistently being disruptive...

Talk to those individuals in private.

Tell them that your perception is that they are disruptive to the team process in a way that is not helpful.

Ask them to explain how they see the situation.

See if they will agree to tone it down so the team can have a better meeting process.

If they are consistently violating rules...

Ask them to please follow the rules everyone agreed to.

If that does not work, ask the Rotarian to speak to them privately.

If that doesn't resolve the issue then talk to the Head Counselors to arrive at other solutions.

Being a Counselor: The Ultimate Mentor

All of your YRYLarians will look up to you in ways you can't even imagine. For many of them, you will be a friend, a coach, a confidant, or a teacher. But you will almost certainly be a **mentor** for all of them.

Here are some things to keep in mind:

What kind of impression do you want to leave with your team?

What kind of role model are you for your team?

Who are your mentors? What do they do for you?

Remember that the best mentors are the ones who ask you tough questions rather than telling you what you "should" do.

If someone prescribes advice or uses the phrase "you should" before they express genuine interest in understanding who you are or what you care about, then they're probably not someone you want as a mentor. (Ted Gonder)

Are you telling your team what to do? Or are you asking tough, thought-provoking questions that will help them arrive to the right conclusion?

How are you taking a genuine interest in the people on your team and the things *they* care about?



Packing for YRYLA

This is a coed camp, but there are separate dormitories for girls and boys. YRYLArians sleep in bunk beds. There may be up to twenty people in a room; two rooms will share restroom areas that include showers, sinks and toilets. **Please bring blankets and sheets (or a sleeping bag), a pillow, and towels, as they WILL NOT be furnished.**

Medications (which must be turned in to the nurse at registration)

Pillow, sheets and blankets (or sleeping bag)

Combination of shorts and pants for 5 days - prepare for **cold and hot weather!**

Shirts and casual tops suitable for camp wear for 5 days.

Underwear for 5 days

Socks for 5 days

Hiking boots and/or strong athletic shoes lace-up shoes for hiking, climbing the zip line tower, and basically walking around the Ponderosa camp - very important!

Comfortable footwear to wear around rooms and between buildings

Casual nice outfit to wear to YRYLA Dance and Ice Cream Social

Sweater, sweatshirt, lightweight jacket or vest - it can get cold at night

Hat (for outside use only). Should have one for hiking

Backpack or bag to carry manual and other materials

Rain gear, especially jacket

Umbrella

Sleepwear - you will sleep a little!

Purell or other hand sanitizer

All bathroom things needed

two bath towels

toothbrush and toothpaste

shampoo

brush or comb

deodorant

anything else necessary, contacts, glasses, lotion, etc

Sunscreen and sunglasses

Flashlight

Box of tissues

Laundry bag

Camera

Watch

Pen and pencil

Extra Icebreakers and Team-Building Activities

Dragons, Princesses, and Knights

Divide campers into two teams.

Campers form two lines at opposite ends of the playing area, and march towards each other saying "We're going to war! We're going to win!" until they reach the center of the field. The counselor in charge tells them to "HALT!" Each player should be facing a player on the other team. On the count of three, the campers perform one of three motions (the whole team doing the SAME motion):

DRAGON (arms raised above head, growling)

PRINCESS (arms low at side like you're twirling a skirt, saying "oOOOOooOOO" in a girly voice)

KNIGHT (arms held in front like you are gripping a sword)

Results:

Dragons beat princesses

Knights beat Dragons

Princesses beat Knights

The team that wins chases the losing team back to their starting position (find some way to mark this area). If a losing team member is tagged, they join the other team and the whole process starts all over.

Ghost (passive)

Three or four players are chosen to be the ghosts. The rest of the group needs to scatter across the playing space and choose a spot to stand in. All players need to close their eyes.

The ghosts will roam about the playing space. They will try to eliminate the others by standing close behind the players for 10 seconds without them knowing. If this happens, the ghost will tap them on their head and they will sit down quietly.

If a person suspects a person behind them, they would ask, "Is there a ghost behind me?"

If they are right then they become a ghost. If they are wrong they are out and should sit down. This is a great game is you want to quiet your conferees down.

I Have Never

Everyone is sitting in a circle of chairs except for the person in the middle. The person in the middle calls out something they have never done.

For Example "I have never been to New York." or "I have never been Sky Diving."

The people who are sitting in the chairs who have DONE what this person has NEVER done must get up and switch seats. However, they cannot switch seats with the person sitting directly next to them.

The object is for the person in the middle is to quickly take a seat from those that are switching seats before they become occupied again. This is a great way to learn about people.

Lemonade

This game is a charades-based game where players act out occupations.

There are two sides (teams). It doesn't matter how many are on each side as long as teams are roughly even. Mark a center line dividing the two teams and end zones, or "base" for each team to define the playing area.

Each side gets in a "huddle" at their "home base" to decide what occupation they will act out and whichever side is ready first begins.

That "team" yells loudly (while walking towards center line) "Where are you from?"

The other team answers (while walking forward), [insert place here] Ex. "China!"

The first team yells, "What's your trade?"

The second team answers, "Lemonade!"

The first team yells, "Show us some if you're not afraid!!"

The other team starts acting out its occupation (such as painters, auto mechanic, etc...)

When the other team guesses correctly, the "acting" team has to run back to its "home base" without any member being tagged by the other team.

If members of the acting team are caught before they reach their base, they join the other team for another round of acting.

The game is over when one side has captured all players.

Snake's Tail

The group will line up single file and place their hands on the shoulders of the person in front of them.

On the word "GO" the person in the front of the line tries to catch the person at the back of the line. The line cannot come apart. Rotate the group from front to back or back to front for each round of play.

Once the group has caught their own tail once or twice, have them try to catch the tail of a different "snake."

Sharks and Minnows

The group starts out on one side of the field or room with one person in the middle of the room.

The person in the middle will call out sharks (boys) or minnows (girls). He will then specify how he wants them to cross the room (running, backwards, hop on one foot etc...).

It will then chase in the same manner that he called out. If one of the sharks or minnows is tagged they sit right where they were tagged and become seaweed.

This seaweed has to stay on their backsides, but they can tag others that are crossing as long as they are sitting. If tagged by seaweed the participants become seaweed as well.

Ship Shore

Ship/Shore is similar to Simon Says.

There is one person that is IT (a.k.a. Simon). IT stands at the front of the group and calls out commands that the rest of the campers must do. If a camper does the wrong action, or if it is an action that requires them to get into groups and there is a person without a group, then they are out.

Some of the actions are:

'Ship' all campers move towards the ship (one side of the playing field)

'Shore' all campers move towards the shore (the opposite side of the playing field)

'Man overboard' 2 person action. One person gets down on hands and knees. The other person puts one foot on the back of the person on the ground and shades their eyes like they are looking into the distance for someone.

'Crows nest' 3 person action. 3 campers get together with their backs towards each other and lock arms.

'Captain's coming'. Each person must salute. Campers can't move from 'captains coming' until IT calls 'at ease'. If a player moves, they are out. (similar to in Simon Says when IT says 'jump up and down' rather than 'Simon says up and down')

'At ease'. All campers put their hands at their sides and can continue when the next action is called.

'Hit the deck'. All campers lay down on their bellies.

'Three men in a boat'. 3 campers get together in a line and squat. They must act like they are rowing a boat while they sing "Row Row Row Your Boat".

'Octopus'. Campers must lay on their backs with their arms and feet waving in the air.

Down Down Down

A group of people, as few as 3 and as much as much as the area can hold will stand in a circle.

One person will throw a tennis ball in an underhand pass to someone else.

If the person catches it, he/she will throw it at another person.

If you drop it, you go down on one knee

If the same person drops it again, he/she will go down on two knees.

If Butterfingers drops it again, then he/she will go down on one elbow, and so on.

After going down on two elbows, the next move will be on his/her chin.

If Butterfingers drops it yet again, then he/she is out.

The winner is the person who is on the least body parts.

****No hard throws allowed.****

Limited Senses

An initiative that focuses on communication and leadership dynamics that requires the group to line up in numeric order without talking.

Create a clear space in a large area with adequate safety procedures (I like to have several participants or co-facilitators act as buffers). Give each participant a number, instruct them not to share it with anyone, and then blindfold each participant. Tell them that they are not allowed to talk. The goal is to put themselves in numeric order without seeing or talking. The real interesting part is that *you do not give the participants consecutive numbers*. Skip around with little regard to the pattern, for example 1, 2, 3, 5, 8, 9, 10, 14, 17, 18. You should always have a one and the number that represents the number of participants in the activity. Ask for questions. Ready, set, go!

Facilitator Notes:

Frustration will occur when participants use various methods to communicate, foot stomping, tapping, etc. without finding the missing numbers. You will see some participants give up. After some time, tell the group that there are some missing numbers. You will see leadership emerge, and watch how fast they get it together. Can debrief as leadership or communication or problem solving.



Source: www.dilbert.com

Be A Friend

Location: Team Spots

Day/Time: When Time Permits

Responsible Person: Counselor

Equipment Needed: Paper and pens

Objectives: 4, 6, 7 To allow each individual to describe what they like or admire in their teammates

Desired Outcomes: It allows each YRYLarian to see things about themselves they may not have recognized, provide a sense of self, feel good about themselves and realize they mean more to people than they perhaps thought.

Set Up and Instructions: List the names of the other teammates on a sheet of paper, leaving a space between each name. Then tell them to think of the nicest thing they could say about each of their teammates and write it down. Have each YRYLarian hand the completed assignment to the Counselor. Each counselor will turn these in to the chair at the evening JC SC debrief.

The chair or staff will compile the comments for each YRYLarian, listing what each person had said about them. These will be mailed to the YRYLarian after camp is finished.

Counselor Facilitation Notes:

First step is to explain the process and then the Counselor and Rotarian will give a few examples so the YRYLarians will get a flavor of what is expected.

All are asked to close their eyes, reflect on the week with their team for one minute, and write something next to each person's name. It does not have to be extensive or elaborate just sincere.

If you do not feel that your team is ready to debrief or discuss 'Take a Look Around' at Wednesday's Twilight Time, this would be a great replacement discussion.

Safety Considerations: None just make sure everyone is being emotionally sensitive

Suggested Debrief Ideas that lead to desired outcomes: this is not meant to be debriefed, this is just for sharing.

My Proudest Achievements

Location: Team Spots

Day: Whenever it works

Time: Rain Time or Twilight Time (activity takes a while—depending on how fast you go)

Responsible Person: Counselor

Equipment Needed: Sticky notes and pens

Objective: 1, 4, 5, 6, 7 For everyone to get to know each other better and appreciate the things that each other have worked so hard to accomplish

Desired Outcomes: The Rotarian and Counselor will know the YRYLArrians better and be able to understand what each other values. It will also make the YRYLArrians reflect on their life and prioritize their choices and values. It is an integral part of fully participating in the YRYLA experience and overcoming the reluctance of some to share important events in our lives with new friends.

Set Up and Instructions: The team will sit in a circle. Pass out the sticky notes and pens.

Counselor Facilitation Notes:

First step is to explain the process and then the Counselor and Rotarian will go first so the YRYLArrians will get a flavor of what is expected.

All are asked to close their eyes, reflect on their lives to this point for a period of one minute, and select three things that they are most proud of. It does not matter how big or little an achievement is; only that they are very proud of it.

Each counselor and YRYLArrian will go in turn stating their name, hometown, school, family information and then their proudest achievements. Time allotted is one minute each.

While a person is speaking, everyone else will write down one-word characteristics that the achievements indicate; e.g., loving, sharing, strong, persistent, achiever, sensitive, sense of community, leader, religious, open, family-oriented, giver, etc. Everyone can be as creative as he or she wants.

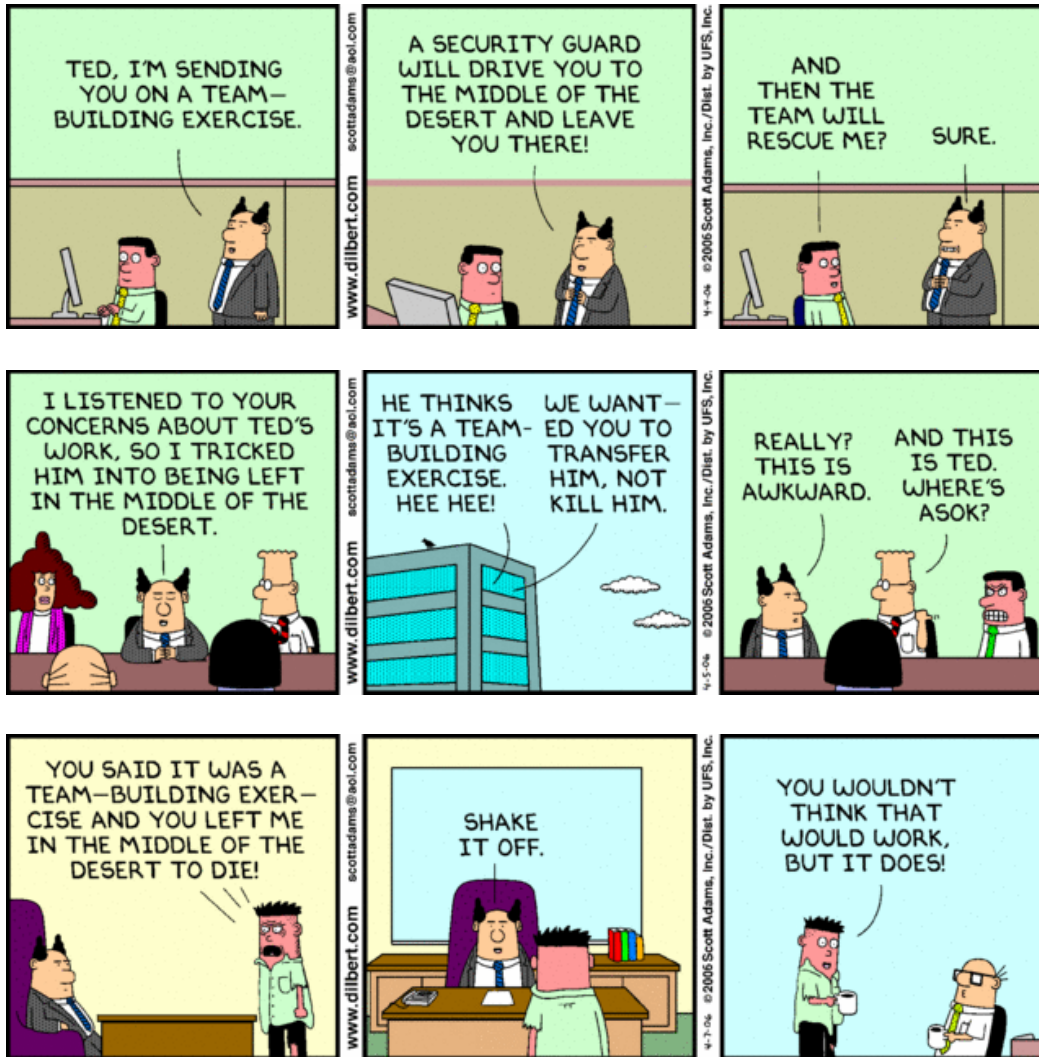
After each person has introduced himself/herself, the others will go, in turn, and share their descriptions with that YRYLArrian. The time is less than 1 minute per person. It is important that one or two word descriptions are used; no stories. Then the next person gives their feedback until all have heard feedback from each member of the team, including the Counselor and Rotarian.

This activity is optional. Also, it is not essential to do it the first night. Keep in mind, however, that this may be the longest time given for Twilight Time, so if there is time, do it. If you do not feel that your team is ready to debrief or discuss 'Take a Look Around' at Wednesday's Twilight Time, this would be a great replacement discussion.

Safety Considerations: None just make sure everyone is being emotionally sensitive

Suggested Debrief Ideas: This is not meant to be debriefed, this is just for sharing.

A Dilbert Team Building Exercise we DO NOT use at YRYLA....



Source: www.dilbert.com

WE HAVE A
**STRATEGIC
PLAN**

IT'S CALLED
**★ DOING ★
THINGS.**

-Herb Kelleher

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LET'S GET READY TO RUMBLE!!!!!!!
(Cue Music)

2013 YRYLA

SUNDAY

Sunday		
Time	Activity/Session	Location
2:30	Registration	[see Reg. Matrix]
4:00	Welcome	Allison Pavilion
4:30	Meet Your Teammates	Outdoor Team Spots
5:00	Circle of Support	Ball Field
5:30	Dinner	Dining Hall
6:30	WoF	Allison Pavilion
6:45	Brain Wise	Allison Pavilion
	Reflection/Twilight	
8:00	Time	Team Spots
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms

Making a Difference - The Starfish Story

A man was jogging down a beach early one morning. The sun had been up for approximately two hours and it was starting to get hot. The tide was receding and all along the beach were thousands and thousands of starfish. Stranded at high tide the starfish were all going to die on the beach, as the sun rose higher by the minute. The seagulls had spotted the opportunity for an easy morning breakfast and were starting to swoop down on the helpless starfish.

As the man ran down the beach he noticed a young boy in the distance walking back and forth between the high tide mark and the water. As he got closer to the boy he observed that the boy was picking up starfish and throwing them back into the water. The man slowed his jog to a walk and approached the young boy.

The man stopped and asked the young boy what he was doing. The boy replied, "The tide is going out and these starfish are going to die, so I am helping by putting them back in the water." The man commented to the boy, "There are thousands maybe even a million starfish on this beach. Your efforts cannot make a difference." The young boy picked up another starfish from the beach, walked to the water's edge tossed it into the ocean and turned to the man and said, "It made a difference to that one."

YRYLA Bingo

Play YRYLA Bingo - Blackout! In order to cross off a box, you must write down the names of the people who completed the activity with you. Beware - some boxes require more than one person!

B	I	N	G	O
Create a handshake with 5 people	Teach one person your favorite song	Learn how to sing the alphabet backwards with 5 people	Give 15 compliments	Tell someone 5 things you would like to do in life
Meet someone who is wearing the same color shirt as you are	Introduce yourself to 2 JCs and 2 SCs	Introduce yourself, then introduce yourself in an accent	Give Cuad or Toria a high-five	Do 50 jumping jacks with 10 people
Meet 4 people who are not from your hometown	Teach 3 people your signature dance move	FREE SPACE: GO TO YRYLA CUAD & TORIA ARE THRILLED TO HAVE YOU HERE! <3 YOUR HEAD JCs	Find someone who has the same name as you	Play two rounds of rock-paper-scissors with 3 JCs
Read two quotes on the floor and write your favorite quote with chalk. Get your quote approved by a JC	Meet 10 people and remember their names	Find someone who has been to a different country	Count how many times you find RYLA/YRYLA	Skip to meet someone new and tell them what you expect YRYLA to be all about!

Welcome

Location: Allison Pavilion

Day: Sunday

Time 4:00 - 4:30 pm. (30 minutes)

Responsible Persons: Chair, Head JCs, JCs

Equipment needed: Bios of District Governors, Sound System, Microphones, Speakers

Objectives: 3, We will kick off YRYLA in a high-energy way.

Desired Outcomes: The YRYLArrians will learn that YRYLA is sponsored by Rotary in Districts 5440 and 5450, feel welcome and inspired to have a great week.

Set up and instructions: Head JCs will do a brief introduction, will welcome Jim Hoops to the stage to give a welcome, and will then introduce the two District governors to give their welcome. Then the head JCs will welcome each team (JCs on one side, SCs on the other) and they will do a goofy handshake or something.

Chair facilitation notes: Make sure the DGs speak for no longer than 5 minutes each (or the YRYLArrians get bored!).

Counselor facilitation notes: Prepare entrance with team pairs

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes: None

Meet Your Teammates!

Location: Allison Pavilion

Day: Sunday

Time: 4:30 - 5:00 pm (30 minutes)

Responsible Persons: Head Counselors and JCs

Equipment and supplies needed: Self-Assessments (in manuals) Team signs, Icebreakers

Objectives: 1, 4, To create a comfortable atmosphere in which to introduce ourselves. To begin to learn about each other. Learn the names of team members.

Set up and instructions: Head Counselors will set up the meeting to create suspense and excitement about the YRYLarians meeting their team mates...finally asking the YRYLarians to look at their name badges for the letter printed there. Then ask the YRYLarians to join the Counselor who is holding the letter that is on their badge.

*** THIS IS ALSO WHEN YOUR TEAM TAKES THE SELF-ASSESSMENT ***

Allow 10-15 mins, review the questions with your team, no sharing answers

Counselor facilitation notes: Use your discretion in picking multiple ice breaker games that focus on name recognition - (like name, where you are from, and a favorite hobby or something) first. Make sure everyone is actively listening - including yourself and your Rotarian! If you can bring something up later that was said, your team members will recognize that you were listening and remembered them. Memorize all the ice breakers so that if you have a team of quick learners and there is down time, you can then play more of them as well. Your team will probably favor one game over others, and want to play it often. This will be the first time your team will get to know you.



Young RYLA: Self Assessment

Name _____ Team: _____

Please circle the word that best represents you:

I give encouragement and verbal support to others.

Never Occasionally Sometimes Most of the time Always

I know when to express my feelings openly without embarrassment.

Never Occasionally Sometimes Most of the time Always

I stand up for what I believe is right even when others are afraid to.

Never Occasionally Sometimes Most of the time Always

I feel empathy (compassion) for other people and show them respect.

Never Occasionally Sometimes Most of the time Always

I feel that I follow through on my commitments even when I don't feel like it.

Never Occasionally Sometimes Most of the time Always

I am eager to learn more about my strengths and where I can improve.

Never Occasionally Sometimes Most of the time Always

I can handle setbacks without giving up or staying discouraged.

Never Occasionally Sometimes Most of the time Always

I am uncomfortable when people say positive things about me.

Never Occasionally Sometimes Most of the time Always

I listen to others to understand them without judgment.

Never Occasionally Sometimes Most of the time Always

When I am uncomfortable in situations, I still see the value of taking reasonable risks.

Never Occasionally Sometimes Most of the time Always

I contribute to the team even when I don't feel like it.

Never Occasionally Sometimes Most of the time Always

When listening to people with whom I have a different opinion, I try to listen for common ground.

Never Occasionally Sometimes Most of the time Always

I feel that I can be honest and admit my mistakes.

Never Occasionally Sometimes Most of the time Always

When working on a team and I have a great idea, I listen to others' ideas to improve the outcome.

Never Occasionally Sometimes Most of the time Always

I want others to recognize how much I have contributed to the team's success.

Never Occasionally Sometimes Most of the time Always

Thank you!
Turn this in to your JC!

Name Recognition Ice Breakers

Name Game

Have the team sit in a circle. Ask team members to write their full first name vertically on a piece of paper. Then have them write an adjective describing them self that begins with each of the letters of their first name. After everyone has completed their list of adjectives, give each team member time to share their names and adjectives to the full group.

New Names:

Have the team stand or sit in a circle. The team is told to think of a positive (not negative or critical) adjective that each member wishes to be known by or aspire to that starts with the same letter as his/her first or last name or else rhymes with his/her name. For example, "Delightful Dori". The counselor starts the game. The second person (on the counselor's right or left) then says the counselor's adjective name and then his or her adjective name. The third person then repeats the first and second persons' adjective names and then his or her adjective name, and so on around the circle until the game ends at the counselor, who has to repeat all the names. Then ask if anyone else in the circle wants to try to repeat the names. These names are likely to stick with the team members throughout YRYLA!

Two Truths and a Lie

Have everyone stand or sit in a circle. Each team member prepares three statements, two of which are true and one of which is a lie. In any order, a team member states his/her name and shares the three statements to the entire team. The object of the game is for the rest of the team members to guess which statement is a lie. The rest of the team votes on each statement, and the team member reveals which one is the lie.

The String Game

This activity needs a little bit of preparation work. Purchase a big roll of yarn or string. You can buy any color, or multiple colors if you wish. Take a pair of scissors and cut strings of various different lengths — as short as 12 inches, and as long as 30 or more inches.

When you are finished cutting the string, bunch all the pieces up into one big clump of string.

To play, ask the first volunteer to choose any piece of string. Have the person pull on it and separate it from the other pieces of string. Ask them to introduce themselves as they slowly wind the piece of string around their index finger. The funny part of this icebreaker game is that some of the strings are extremely long, so sometimes a person must keep talking for a very long time! This is a good way to get everyone to start

talking. People might find out something interesting or new about each other! Feel free to adapt this game according to your needs. Have fun.

Toss the Ball

Have the team stand in a circle. One person starts holding a ball. This person says their name and one interesting fact about themselves. It might be good to start with name, and city. That individual then tosses the ball to another person. That person states their name and city, then tosses the ball. Once everyone has received the ball start repeating people and add another fact like favorite hobby, favorite subject in school etc. Make sure they say their name each time.

Never Have I Ever

Instruct everyone to sit in a circle. To start each round, each player holds out all ten fingers. Go around the circle and one at a time, each person announces something that they have never done, beginning the sentence with the phrase "My name is ----- and never have I ever..." For example, a person could say, "Never have I ever been to Europe." For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been to Europe before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to be the last person with fingers remaining). To win, it's a good strategy to say statements that most people have done, but you haven't. Playing this game, along with the benefit of getting to know each others' experiences better, can be very humorous (e.g. saying silly statements such as, "Never have I ever skipped a class in school" or "Never have I ever soiled my pants.") Have fun!

Unique and Shared

Form groups two groups of five people. Pass out sheets of paper and writing utensil. The first half of the activity is the Shared part. Instruct a note-taker for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that are immediately obvious (e.g. don't write down something like "everyone has hair" or "we are all wearing clothes"). The goal is for everyone to dig deeper than the superficial. Allow about five or six minutes and then have a spokesperson from each subgroup read their list.

The second half is the Unique part. Keep the same groups or, optionally, you can ask everyone to rearrange themselves into new groups. On a second sheet of paper have them record Unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see. Allow another five or six minutes. When time is up, share the unique qualities in one of the following ways: (1) each person can share one of their unique qualities themselves; (2) have each person read the qualities of the person to

their right; or (3) have a spokesperson read a quality one at a time, and have the others guess who it was.

Unique and Shared is a valuable team-building activity because it promotes unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Who Done It (Whodunit?)

This game can be played individually or with two teams. To set up the game, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done. Examples include the following:

I went skydiving once.

I once drank a gallon of milk.

I lived in seven different states.

I ate bugs before.

Try to instruct people to write a fact that most people don't already know - the sillier (or more unbelievable) the better. Collect all the cards. Shuffle the cards and then pass them back out. Each person takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says "yes" or "no". If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

Circle of Support

Location: Ball Field

Day: Sunday

Time: 5:00 - 5:30pm (30 Minutes)

Responsible Persons: Mikaila Way, Counselors, and Rotarians

Equipment needed: Single length of rope with ends tied, which is just long enough for all of the YRYLArians, Counselors and Rotarians to stand toe to heel and form a circle while holding the rope.

Objectives: 4, 5, 6, To create community and a sense of belonging

Desired Outcomes:

To build trust, confidence, and understanding that all are a part of creating a community that, with cooperation, can accomplish amazing things. To diminish fear of being in close contact with other people at YRYLA. To feel supported by their peers.

Set up and instructions: Mikaila will set up and facilitate the activity. Everyone must go outside on the ball field. Mikaila will lead the YRYLArians through some explanations and inspirations, and develop the significance of the rope in this exercise. Then the YRYLArians will ultimately be able to sit on each other's laps in a circle and be able to sing one round of row-row-row your boat. Counselors and Rotarians will stand on the outside making sure the YRYLArians are paying attention, are doing it right, and making sure everyone is safe.

Mikaila's facilitation: Mikaila will give the following instructions to make a Yurt Circle. Italics are her instructions. Bold are discussion points that Mikaila will lead.

"Before you on the ground is a rope that forms a circle. Stand just outside of this rope. When you are told to pick it up, please do so. As you pick it up notice what it feels like in your hands.

*"Now, still holding the rope, step back and notice how the rope feels when it is stretched. **Describe the difference in how the rope feels.** "Hold onto the rope and place your feet securely in front of you so that you can lean back. I am*

concerned about everyone's safety so make sure that your feet will not slip on the ground where you are standing right now. The rope should feel stretched and taut. Still holding the rope, stand so that you are leaning back." What does it take to trust that you will not fall down even though you are leaning back? Notice that the circle is not static until we get coordinated. What did we have to do in order to get stable? "Now that we are stable, stand back up. Please sit down only holding onto the rope. Now let go of the rope."

Mikaila will lead a short discussion about what the YRYLArrians are about to experience during the week including topics such as

- the week is about challenging themselves to trust themselves with the process.
- the combination of the rope and those that are connected with it is a metaphor that YRYLA is a community.
- notice that every action that every individual takes will impact the collective group.
- even doing nothing is an action and doing nothing has an impact.
- recognize what outcomes you want to have both with yourself and others
- notice that an individual can stop and think rather than reacting out of habit.
- notice the impact that you are having on other people.
- ask yourself "Is this what I really want to have happen?"

Mikaila will then continue the instructions: *"Now place your feet under you and when I say 'now,' I want you to pick up the rope and use it to support yourself to stand up. Do not place your hands on the ground! OK, NOW"*

"I would like you to place the rope on the ground and step inside of the rope. Turn to your right. Take two side-steps toward the center of the circle. Continue to side-step into the center until you are standing heel to toe and in a perfect circle. Help each other to notice when you are not in a perfect circle. Notice if anyone is not directly facing the person in front of them. If anyone is tilted they will mess up the support system. Please give the person in front of you a shoulder rub."

"Thank you. Now let us be quiet and get serious."

Mikaila will talk about challenge by choice and what that means. She will tell them what they are about to do and that if anyone does not want to participate we need to know right now. She will assure them that there is no judgment concerning their stepping out and not participating. She will caution that the people that stay in

must fully participate! Mikaila, the counselors and the Rotarians will double check to see that everyone will have a lap to sit on.

Mikaila will then continue the instructions: "Please hold onto the shoulders of the person in front of you. When I say NOW I want you to sit on the lap of the person behind you. You do not want to look backward for that person's lap; it will be there for you. Concentrate on helping the person in front of you! Look right now and see that the person in front of you will land on your lap. Keep your knees close together. You will slowly sit down when instructed, holding onto the shoulders of the person in front of you for balance." When Mikaila is sure that they are OK, he will say "NOW."

Mikaila will ask the group to let go of the shoulders of the person in front of them and put their hands out like a wing and sing "row, row your boat". When the song is over, she will ask them to hold onto the shoulders of the person in front of them once again and stand up on the command to stand.

Counselor Facilitation Notes: Shepherd your team to the ball field. Mikaila will take it from there but be prepared to help make sure that everyone is standing toe to heel. Make sure your team is together. Don't worry about the weights or sizes of people - the way that the weight is distributed, the largest person can sit on the smallest person and it will still work. A 300+ lbs. grown man has sat on **Toria's** lap! When Mikaila is forming the circle, she may invite the Counselors and Rotarians to step in. Be sure to have your notes handy.

Safety considerations: If everyone is not standing in the right position, toe to heel, they could fall on the ground. Be wary of any horseplay.

Suggested debrief ideas that lead to desired outcomes:

This debrief should happen at Twilight Time.

Were you worried about sitting on another person? Were you worried about another person sitting on you? Where do you think you had more trust? What happened? So what? Now what?

Counselor Words of Focus

Location: Allison Pavilion between activities:

Day: Every day - usually after breakfast, lunch, and dinner

Time: See schedule on pg 35

Responsible Persons: All JCs (including Head JCs and Staff JCs) - 16 in all

Equipment needed: Sound equipment, microphone, speakers.

Objectives: 2, 3, 5, 6 This is an opportunity for the counselors to share a message with the whole camp that they have found to be important in their life and as a developing leader. As the counselor shares their message, they will create positive relationship with the YRYLArrians by sharing a personal experience that inspires and reinforces leadership.

Desired Outcomes:

YRYLArrians will take each Counselor's story as a model for developing their own leadership skills and will make wise decisions regarding their own problems and experiences.

Head Counselor facilitation notes: Each counselor will relate a personal experience which inspires and reinforces leadership. Once you have decided on your story, consider incorporating some of the teaching points of the week. Make sure you know what you want to say ahead of time. Talk to someone about it, like a Head Counselor or a Rotarian so you are confident speaking before going in front of a large audience. Remember **you have no more than 10 minutes to talk.**

Safety considerations: None

Suggested debrief ideas: If a particular WoF strikes a chord with other concepts at YRYLA, bring it up throughout the week. This only reinforces the power of it.

Brain Wise

Location: Allison Pavilion

Day: Sunday

Time: 6:45 PM - 8:00 PM (75 minutes)

Responsible Persons: Counselors

Equipment needed: Sound system, Props for skits provided by each JC.

Objectives: 2, 3, 7, To help YRYLArrians stop and think and make smart choices,

Desired Outcomes: YRYLArrians will...

stop and think rather than react impulsively

know when, who and how to include in their support group;

be aware of their physical and emotional states

develop skills to control emotions

recognize; and be sensitive to other people and situations

learn how to ask the right questions

practice separating fact from opinion;

identify choices and before making them, consider their consequences now, later
and to others;

know the importance and practice setting goals and developing action plans to
meet those goals;

be aware of the effects of non-verbal communication and the importance of using
assertive communication skills.

Set up and instructions: See attached plan below. JCs will be in charge of creating and rehearsing a skit for Brain Wise, which they will present on Sunday.

Counselor facilitation notes: Counselors will teach 5 of the 10 Wise Ways with interactive presentations.

The 5 ways to focus on are:

Wizard Brain vs Lizard Brain,

Constellation of Support,

Red Flags,

Emotional Elevator

Setting Goals.

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes

How will you practice the 10 Wise Ways throughout YRYLA and into your lives?

Which Wise Way do you think you'll use the most?/Benefit most from?

Which Wise Way comes most easily to you?

Which is most challenging?

Suggestions for Counselors to teach Brain Wise - Be Sure To Have Read the Book!!**Use your Wizard Brain over your Lizard Brain**

Covering the anatomy of brain connections that are involved in decision making and explaining the metaphor.

Build a strong constellation of support

Dashed line- a towel; Single line-A blanket with holes; Double line- a full blanket;
Problems-different sized boxes (depending on importance). *Skit*

Recognize Internal and External Red Flag Warnings

Skit- counselors will show these red flags (sweaty palms, red face, etc) and audience will hold up red flags

Exit the Emotions Elevator

A ten level elevator will be made from boxes and as different situations arise both positive and negative JC will go up and down the emotional elevator

Set goals and form action plans

Set a goal at one side of the stage, set down "stepping stones" to get to the goal.
Obstacles will be in place along the way, forks in the road, etc.

BRAIN WISE NOTES
Synopsis Created By Dr. Lloyd Thomas

Underlined Wise Ways are the ones we are focusing on during YRYLA Week II

WISE WAY #1: Use your Wizard Brain (frontal cortex) rather than your Lizard Brain (hypothalamic system). The former is the seat of thinking, judgment, logic and rational decision-making. The latter is emotional reactivity, survival reflexes and non-rational choices/decisions.

WISE WAY #2: Build a strong support system of resources: non-toxic people; programs; books; classes; networks etc. Toxic people (jerks) are always focused on the negative and you feel worse/drained after interacting with them. Supportive people focus on the positive and making suggestions on how you can attain your desired outcomes. They accept you and are "there for you."

WISE WAY #3: Become aware of "red flags." Red flags are those intuitive (small voices) senses that something is not right about the situation/behavior/choices/decisions... yours and others'. Becoming sensitive to, and recognizing red flags clues you in to use your Wizard Brain rather than simply reacting from your Lizard Brain.

WISE WAY #4: Learn how to manage your strong emotions. Managing your emotional life usually means to practice lowering the intensity of your fear, anger, sadness, joy, etc. High-intensity of emotions are always stressful. Practice using your strong emotions to motivate you to act in ways that are beneficial (and calming) to you and those around you. Emotional-management tools might include: modifying your self-talk; breath control; distracting yourself; declaring/taking "time out"; and relaxation skills. Always maintain your emotions at a lower level than the other person(s) with whom you are interacting.

WISE WAY #5: Practice distinguishing between "facts" and "opinions." Former Senator, Patrick Moynihan, once said, "You have the right to your opinions, but you do not have the right to the facts." Much of our emotional reactivity is based on opinions we hold that differ from the opinions of others. If you seek out and focus on facts (the truth) rather than react to opinions, you will make better/rational decisions and choices.

WISE WAY #6: Learn to ask questions (make inquiries) rather than trying to come up with all the "right" answers. Become curious about circumstances/situations that raise "red flags." Ask questions that begin with the words, "Who, What, Where, When, How and Why. Ask questions (make inquiries) that require more than single-word responses and that trigger thoughtfulness in others. Ask yourself similar questions.

WISE WAY #7: Realize that no matter what happens, you always have multiple choices about how you respond in any given situation. No one can take away your ability to choose how you respond, how you choose to think or how you choose to interpret reality. Remember that not making a choice is also a choice.

WISE WAY #8: Realize that there are *ALWAYS* consequences to your thoughts, choices, decisions, every action, all your behavior. The trick is to learn what consequences are connected to what behavior. If you want good, positive consequences to happen, learn what choices will most likely lead to those results. If you are not aware of possible consequences of your actions, it is like shooting an arrow without knowing where the target is. If you choose not to act at all out of fear of the consequences, you become a victim of circumstance and lose control of your own life.

WISE WAY #9: Take control of your life by envisioning the outcomes you really want (dreams); setting realistic goals for yourself; prepare plans (strategies) for goal attainment; commit yourself to attaining your desired outcomes; and take actions that increase the probability you will reach your goals and fulfill your desires.

WISE WAY #10: Learn effective communication skills. Probably the most important communication skill is *LISTENING*. Listen out of curiosity and genuine interest. Avoid rehearsing your replies while others are speaking. There is rarely ever a time when you need to reply/respond immediately. Think before you speak. Make "I-statements." Practice the phrases: "I want (or need) Will you" All other phrases are either indirect or not asking.

BRAIN WISE AND THE 4 WAY TEST

Is it the Truth?

Separate fact from fiction (wise way #5)

Ask questions (wise way #6)

Is it Fair to All Concerned?

Consider the consequences affecting others (wise way # 8)

Consider consequences now and later (wise way #8)

Will it Build Goodwill and Better Friendships?

Communicate effectively by taking other people's points of view and recognizing other people's differences. (wise way # 10)

Will it be Beneficial to all Concerned?

Identify choices. (wise way # 7)

Consider the consequences affecting others (wise way #8)

Set goals and plans for action. (wise way # 9)

Reflection Time

Location: Team Spots

Day: Daily preceding Twilight Time

Time: 15 minutes

Person Responsible: Counselor

Equipment needed: Manuals with Reflection Time and Notes, pens.

Objectives: 7, provide opportunity for personal review of experiences and learning from the events of the day.

Desired Outcomes: YRYLArrians will be prepared for Twilight Time discussion.

Set up and instructions: Refer to Reflection Time Page included in the YRYLArrian Manual. Be sure every YRYLArrian has a pen or pencil. It is a good idea for the counselor to slowly review the events of the day while the campers reflect. Perhaps ask some debriefing questions to lead them into the thought process

Counselor facilitation notes: Ask your team to define reflection. Let them know that each day they will have an opportunity to reflect on their experiences of the day before Twilight Time. Encourage them to just let their experience of the day's events flow through their memory and jot down the major points. When time is up, let them know that, if they wish, they can continue their reflecting just before lights out. Encourage them to write no matter what. If they cannot think of something to write about their experiences, then just write whatever comes to mind.

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes:

The reflections are just for you, but if you would like to share anything with your team, you are welcome to do so.

Refer to this page for
Reflection Time
throughout the rest of
the week.

REFLECTION TIME

Twilight Time- Sunday

Fill out EVALUATIONS (required)

Provide and Overview of Conference Program (The camper notebook has a Welcome and Objectives)

Talk about the Rules (Some of these are in camper notebook)

- Non-negotiable Rules
- NO cell phones
- NO drugs, alcohol or tobacco
- NO stealing, gambling or lying
- NO iPods
- NO possession of guns or knives
- Do NOT leave camp without permission of Chair, Jim Hoops
- No hats when indoors - this is a sign of respect - look people in the eyes
- Lights out means that, respect bunk Counselors and staff

Behavior

- Punctuality, respect for speakers, attend all events.
- Be safe and keep your bunkmates safe, do not leave anything that can be tripped over in the pathways of your dorm room or bathroom.
- Respect the environment and your bunk mates
- Keep your dorms tidy. Your stuff should fit under or at the end of your bunk.
- Keep bathrooms clean...wipe the sink and counter after you use it
- Take showers every day - work it out with your bunk mates
- MEDICATIONS: confirm they were checked with the camp Nurse at Registration. They will be returned on Friday at breakfast.

What's Expected

- Stay hydrated. Do not forget your water bottles. Make sure their name is on the bottle. Drink water all day long!
- Wear name tag at ALL times
- Take notebook with you AT ALL TIMES (hike exception) should have a sticker with name and team letter in corner
- Always sit with team when in Allison/and at breakfast. This is when you can preview the day's activities and remind them of items not to forget (water

bottles, backpacks, notebooks, pens, paper, etc). As a team you can decide whether you would like to sit together for lunch or dinner as well. It would be a good idea to select one other meal to eat together at.

- Wear Conference shirt for Thursdays picture...keep it clean until then!
- Make sure a Counselor is present in dorms AT ALL TIMES (after meals, bathroom breaks)
- Morning activities are not OPTIONAL, explain what they are

Your expectations/Team Expectations

- Have them create ground rules for interacting as a team (eat breakfast together, respect the others point of view even if you don't agree with it.)
- Team Responsibilities
- Introducing/thanking speakers/thank you notes as assigned
- Cleaning up any trash you see in any buildings we are using
- Keeping things that are hung on walls up and straightly hung
- Determine team name and cheer
- Mention team skit (perform Thursday, get props Mon night)
- Get feedback ask if there are any questions.

Warm Fuzzies—explain what they are & make bags with designs on them

Debriefing: Ask a question that starts a dialogue between the YRYLArrians. The following questions are only suggestions. If during the time with your team you learned something about the day's activities that will lead to dialogue, ask a question about that. Do not feel like you have to ask every suggested question. Remember it is the interactive dialogue that is important.

Circle of Support.

Were you worried about sitting on another person?

Were you worried about another person sitting on you?

Where so you think you had more trust?

In the sitting circle, did you feel more likely to trust yourself to hold the person in front of you or for the person behind you to hold you?

What did you learn from participating in Circle of Support?

How do you think what you learned relates to leadership?

Brain Wise.

How does the brain's limbic system work?

What is the benefit of stopping to think?

How will you use *Wise Ways* with your friends, teachers, family?

What does being *Brain Wise* have to do with leadership

Counselors Words of Focus

What did the word of focus mean to you?

Would you and how would you apply it in your everyday life?

Will it make a difference to you, to others?

Discuss expectations for Monday (refer to program in their notebook and remind them of what they need to have with them)

Young RYLA Lingo

(What happens at YRYLA every day?)

Wake Up

Everyone is expected to be out of their rooms to participate in the morning activities that are led by the Counselors and Rotarians.

Word of Focus

This is a story presented by a Counselor to give a little bit of inspiration from their personal perspective, usually before a scheduled speaker, activity, or session.

Goofy Olympics

A collection of "Goofy Games" which tests a team's ability to work together to accomplish mental, physical or team strengthening activities. These games are facilitated by the Counselors and are guaranteed to be goofy!

Reflection Time

This is an allotted amount of personal time for you to reflect on the day's activities or to fill in your reflection worksheets (in your binder). This will prepare you for the discussions you will have in your team's Twilight Time.

Galaxy Galley

Evening snacks during your team's evening Twilight Time.

Twilight Time

Is held every night after the final session to discuss the day's events, speakers, discussions, and give important information on the next day's activities. It is also a great time for team bonding!

Warm-Fuzzies

Caring notes of cheer, respect, and admiration which you will receive in a warm-fuzzie bag of your own design, and that you will write to others and place in their warm-fuzzie bags, ideally each day.

Lights Out

Twilight Time will end at 10:15pm, which will give you a chance to wind down from the day before falling into bed at 10:30pm. Remember, you need your sleep!

Expected Conduct

Respect for property, privacy, the needs and personality of others, the Counselors, Rotarians and Speakers. On-time attendance at each activity is mandatory.

Random Acts of Kindness Cards

Whenever someone sees you perform a RAOK, they could give you a card. You should then send them to someone else you see doing a RAOK!

A Few Rotary Facts

The Mottoes of Rotary

Service Above Self

They profit most who serve the best

Rotary International is a worldwide secular organization open to all persons regardless of race, color, creed or political preference. 1.2 million members belonging to 32,000 clubs provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world.

The Rotary Foundation

Polio Plus: In 2009, contributions to the global effort to eradicate polio approached \$750,000,000 which includes a grant of \$355,000,000 from the Bill and Melinda Gates Foundation. Since 1985 a huge army of Rotary volunteers have provided support at clinics and helped to mobilize communities to immunize children around the world.

Programs: Youth Exchange, Group Study Exchange, Ambassadorial Scholarships, World Peace and Conflict Resolution Scholarships, Grants to university teachers willing to serve in developing countries.

The Four Way Test of the things we think, say, or do

Is it the TRUTH?

Is it FAIR to all concerned?

Will it build GOOD WILL and BETTER FRIENDSHIPS?

Will it be BENEFICIAL to all concerned?

The Object of Rotary

To encourage and foster the ideal of service as a basis of worthy enterprise and in particular, to encourage and foster:

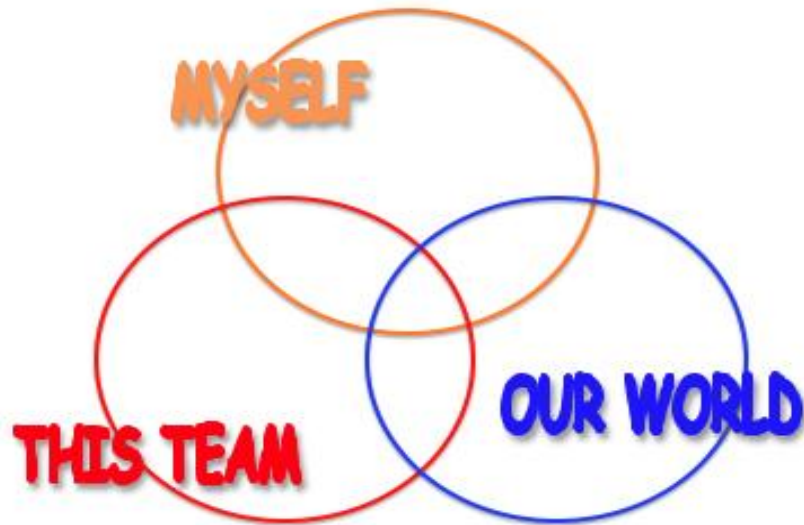
The development of acquaintance as an opportunity for service;

High ethical standards in business and professions, the recognition of the worthiness of all useful occupations; and the dignifying by each Rotarian of his or her occupation as an opportunity to serve society

The application of the ideal of service by every Rotarian to his to his or her personal, business, and community life;

The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional people united in the ideal of service.

Three Hoops Theme



Throughout your week at Young RYLA you will be learning skills that are relevant to each portion of the continuum above. In order to be a leader you need to have a good understanding of each part and of your role in each circle. As you learn throughout the week add phrases, skills and activities that fit each specific circle and the ones that overlap as well.

Every day you are given infinite opportunities to be leader. In order to be the best leader that you can be, it is important to discover the answers to these three questions:

What kind of leader are you?

-What are your strengths/weaknesses?

How do you lead when you are part of a team?

-Are you vocal or passive? Are you a planner or an implementer?

How can you use your leadership abilities to influence the world?

-What do you want to change in the world? What special talents do you have that you can use to help change the world?



A Brief History of RYLA

By Trustee Irving J. "Sonny" Brown

This article was originally published in the December 1999 issue of *The Rotarian*.

In 1959, the state government of Queensland, Australia, invited local Rotarians to help plan a festival celebrating Queensland's upcoming centenary. Learning that Queen Elizabeth II was sending her cousin Princess Alexandra, who was in her early 20s, to the celebration, Rotarians planned activities specifically for the princess' age group.

The gundoo, an aboriginal word meaning "festival" or "fun together," was a rousing success. More than 300 men and women between the ages of 17 and 23 attended. Encouraged by the event's popularity with the young attendees, Rotarians saw potential to create a similar annual youth program. With little hesitation, Governor Art Brand of then-District 260 approved the project, and on 2 May 1960, RYLA was born.

Australian districts 258 and 260 shared in establishing a committee that developed the official framework of RYLA: to train youth (ages 14-30) in character, leadership, personal development, and good citizenship. These guidelines helped RYLA expand to all Rotary districts in Australia and led to RYLA's approval as an international program by the Rotary International Board at the 1971 RI Convention in Sydney, Australia.

After District 5520's first RYLA camp 20 years ago, a conferee summed up his RYLA experience in one word, "Camelot." He wrote the RYLA chairman, "If you know the story of King Arthur, you may recall that as King Arthur was dying in a young man's arms, he turned to the youth and said, 'If you learn of anyone that has not heard of Camelot, tell them loudly and clearly that there really was that one wisp of glory called Camelot.'"

"Gundoo" or "Camelot?" RYLA is both and aren't we fortunate? Dedication, passion and love describe the heart of RYLA, a most remarkable investment that assures Rotary's future.

~~~~~

The first RYLA in districts 5440 and 5450 for students going into the 11<sup>th</sup> or 12<sup>th</sup> grade took place July 26-31, 1987. This year the districts comprise 117 Rotary clubs in Central and Northern Colorado, Western Nebraska, and Wyoming.

In 2002, a team of Rotarians from these districts established the first Young RYLA in the United States. Eighty-eight middle school students from the two districts participated in building a foundation for their "personal leadership" - making good decisions, withstanding peer pressure and developing empathy for others, among many other topics. Young RYLA has grown to 240 students annually, split into two weeks with 120 YRYLArrians at each.

# Young Rotary Youth Leadership Awards

Established in 2002 for students entering 8<sup>th</sup> grade

## Objectives:

- to be an active participant in a team setting
- to understand what it means to be a person of integrity and responsibility
- to be motivated to take action
- to be willing to push the limits of their comfort zone
- to have confidence in themselves and others
- to show empathy and demonstrate respect towards others
- to gain a realistic appreciation of their own strengths and weaknesses

## Rules and Regulations

You have been honored as a recipient of a Rotary Youth Leadership Award, and, in turn you must honor and obey ALL applicable rules.

### EXPECTED behavior includes:

- Respect the property of others, both public and private.
- Respect the privacy, needs and personality of others.
- Respect for Staff, Speakers, Counselors and Rotarians. Their decisions regarding rule infractions and discipline shall be final.
- ATTEND and BE ON TIME for all sessions and scheduled activities.
- Most importantly, HAVE FUN!

If you exhibit any unacceptable behavior which violates the rules, you will be sent home.

### UNACCEPTABLE behavior includes:

- Use of alcohol, tobacco or drugs
- Stealing, gambling or lying
- Possession of guns or knives
- Leaving the camp without permission of your Counselor
- Use of ANY cell phones or pagers
- Use of ANY iPod or similar device
- Intentionally harming yourself or others

Stay away from anyone who demonstrates unacceptable behavior and report him or her to a Counselor immediately.

## And for your entertainment/inspiration...

**\*\*NOT when you are supposed to be dealing with your teams!!!\*\***



"Thousands of years ago the first man discovered how to make fire. He was probably burned at the stake he had taught his brothers to light, but he left them a gift they had not conceived of, and he lifted darkness off the earth. Throughout the centuries there were men who took first steps down new roads, armed with nothing but their own vision. The great creators, the thinkers, the artists, the scientists, the inventors, stood alone against the men of their time. Every new thought was opposed. Every new invention was denounced. But the men of unborrowed vision went ahead. They fought, they suffered, and they paid - but they won."

-Howard Roark, from Ayn Rand's The Fountainhead

"The only disability in life is a bad attitude."

- Scott Hamilton

"We're so busy watching out for what's just ahead of us that we don't take the time to enjoy where we are."

- Calvin and Hobbes

# 2013 YRYLA

## MONDAY

| Monday |                     |                     |
|--------|---------------------|---------------------|
| Time   | Activity/Session    | Location            |
| 6:45   | Wake Up             | Dorms               |
| 7:00   | Morning Activities  | Meet at Rocks       |
| 7:30   | Breakfast           | Dining Hall         |
| 8:00   | WoF                 | Allison Pavilion    |
| 8:15   | True Colors         | Allison Pavilion    |
|        | Team Building       |                     |
| 9:45   | Activities          | Near Team Spots     |
| 12:00  | Counselor Skit      | Allison Pavilion    |
| 12:15  | Lunch               | Dining Hall         |
| 1:00   | WoF                 | Allison Pavilion    |
| 1:15   | Monday Matrix       | [see Monday Matrix] |
| 5:15   | Dinner              | Dining Hall         |
| 6:00   | WoF                 | Allison Pavilion    |
| 6:15   | Skit Prep           | Team Spots          |
|        | Reflection/Twilight |                     |
| 7:15   | Time                | Team Spots          |
| 10:00  | Quiet Time          | Dorms               |
| 10:15  | Lights Out          | Dorms               |

## Morning Activities

**Location:** See Morning Activities Matrix on pg 34

**Day:** Monday-Thursday,

**Time:** 7:00 - 7:30 am (30 minutes)

**Persons Responsible:** Counselors - See responsibilities matrices starting on page **Error!**  
**Bookmark not defined.**

**Equipment needed:** See pg 34

**Objectives:** 4, Wake up and be ready to go for the day.

**Desired Outcomes:** Get everyone's blood flowing!

**Set up and instructions:** Everyone meets by the rock in between Pine and Pike Lodges. Be there PROMPTLY BEFORE 7am because everyone will disperse to the different locations for the different activities at exactly 7am. The JC facilitating the activity will hold up a sign listing their activity. Head Counselors will remind YRYLarians of the activities offered, direct them to the Counselors or Rotarians that are facilitating the activity, and everyone will divide into the groups and then head off to their designated area! Double check that all of the YRYLarians are outside of the dorms so that no one is left behind. If there are late YRYLarians, a staff member or the chair will remain at the rock for a few minutes to tell them where they need to go for the activity they want to do. Be sure this person has the list of activities and locations in their hands. Encourage the YRYLarians to try new things! Be creative!

**Safety considerations:** Safety is our most important consideration. We are not here to teach how to win or be competitive. Make sure that ALL activities have TWO Counselors so that if someone is hurt playing a sport, one can stay with the YRYLarian and the other can go get help.

**Suggested debrief ideas that lead to desired outcomes:** N/A



## True Colors

**Location:** Allison Pavilion

**Day:** Monday

**Time:** 8:15am - 9:45am (90 minutes)

**Persons Responsible:** JCs, Head JCs

**Equipment needed:** In Manual-True colors assessment page

Color plate pie charts, colored stickers for the YRYLArrians to place on their "pie chart" of colors on their badges, and all other materials he will need for this session. Projector and preprogrammed video clips. Eggs for skit, scripts. Any materials needed by JCs.

**Objective:** 1, 4, 5, 6, 7, Identify personality characteristics utilizing the colors of orange, green, blue and gold to differentiate four basic personality types. Provide an uncomplicated language for everyone at YRYLA to convey complex ideas very simply. Use on screen examples to show how true colors are used in leadership. Understand the true colors of themselves and others and how they affect daily interactions and their role as a leader.

**Desired Outcomes:** YRYLArrians will be more socially and emotionally intelligent, have a quick and consistent way to communicate how people's personalities differ, understand those differences, how they affect the way people act, and how that should affect the way that they act towards others. Provide the language to enable YRYLArrians to take another look at others before judging them and to plan effective ways to work together. YRYLArrians will have an understanding of their own colors and know that no one is one pure color; we are all a mix. They will understand that leaders come in all colors.

**Set up and instructions:**

Part 1: YRYLArrians take the test (10 mins) - Head JCs go through row by row

Part 2: Egg Skit (10 mins) - 4 JCs perform the egg skit

Part 3: Color Presentations (40 mins, 10 mins each) - groups of 3 or 4 JCs present the different characteristics of the different colors (how to deal with them, how they act, etc. [see following pages]) See True Colors Presentation Matrix on pg 33.

Part 4: True Colors and Leadership (10 mins) - Head JCs give a recap and explain how True Colors are important for leadership

Part 5: Team Breakouts (20 mins) - Split into teams and talk about colors, decorate nametags, etc.

**Counselor Facilitation Notes:** Be prepared to fully participate in the process, take the True Colors Assessment, and create a paper-plate pie chart of your personal True Colors.

Become a True Colors Expert - study the following pages, which will be given to the YRYLArians, so that you absolutely know each color's personality characteristics. Record the dominant color of each team member. Take notes. Use the below ideas for the 20 minutes with your team.

**Suggested debrief ideas that lead to desired outcomes:**

What are your True Colors?

How can you use True Colors to be a better team?

How can you use True Colors outside of YRYLA?

Do you think the characteristics of your dominant color are accurate?

Do you think anyone can just be only one color?

What did you learn about using true colors to successfully interact with other people?

How did the true colors of the characters in the video affect their daily life?

How can the knowledge of your own color affect your relationships with friends, parents, teachers, etc.

# WHAT ARE YOUR TRUE COLORS?

Rank each grouping across each row from left to right as to the highest priority in your life or most like you. Give a 4 for the highest down to the 1 as lowest. Don't use a number twice in each row.

Add the numbers in each column to determine the amount of each color in your personality.

Calculate the percentage of each color in your personality ((total at bottom of column / 16) X 100)

RANK NUMBERS 1 TO 4 IN EACH CATEGORY

|                                        |                                            |                                            |                                                |
|----------------------------------------|--------------------------------------------|--------------------------------------------|------------------------------------------------|
| Active<br>Variety<br>Sports_____       | Organized<br>Plan<br>Neat_____             | Nice<br>Helpful<br>Friends_____            | Learning<br>Science<br>Privacy_____            |
| Fun<br>Action<br>Contests_____         | Clean<br>On-Time<br>Honest_____            | Caring<br>People<br>Feeling_____           | Curious<br>Ideas<br>Questions_____             |
| Playful<br>Quick<br>Adventuresome_____ | Helpful<br>Trustworthy<br>Dependable_____  | Kind<br>Understanding<br>Giving_____       | Independent<br>Exploring<br>Doing Well_____    |
| Busy<br>Free<br>Winning_____           | Follow Rules<br>Useful<br>Save money_____  | Sharing<br>Getting along<br>Animals_____   | Thinking<br>Solving Problems<br>Challenge_____ |
| Exciting<br>Lively<br>Hands-on_____    | Pride<br>Tradition<br>Do things right_____ | Nature<br>Easy Going<br>Happy Endings_____ | Books<br>Math<br>Making sense_____             |
| <b>Amount Orange</b>                   | <b>Amount Gold</b>                         | <b>Amount Blue</b>                         | <b>Amount Green</b>                            |
| ____ / ____ %                          | ____ / ____ %                              | ____ / ____ %                              | ____ / ____ %                                  |

## True Colors - Orange Character Traits

**Values:** Freedom, Adventure, Fun/Play, Variety, Spontaneity

**Joys:** People, fun, Adventure, Excitement, Performing

**Strengths:** Independence, Flexibility, Energy, Taking action, Optimism

**Needs:** Freedom, Variety, Money, Recognition, Expression

**Stresses/Frustration:** Being on time, Waiting, Lack of money, Unnecessary routine, Rigidity

**Life Philosophy:** "Forget the torpedoes, full speed ahead!"

**Nicknames:** Troubleshooter, Negotiator

**Leadership Strengths:** Welcomes change and taking risks, Excels in crisis situations, Flexible, yet practical

**Keys to Leadership Success:** Action, Variety, Performance, Fun, Freedom, Spontaneity

**Keys to Personal Success:** The impulse to really live, Testing limits, The need for variety, Spontaneous relationships

**Team Contributions:** Quickly diagnoses problems, works well under pressure, Sees opportunities

**How it helps to understand orange friends:** Be active with them and do not slow down. Be energetic and ready to go. Be adventurous, optimistic, spontaneous, and fun. Compete in fun when appropriate. Do not play heavy.

**How it helps to understand orange teachers:** Because they like students to solve problems and to move quickly, be open and ready to wing it. Be willing to work on your hands-on activities. Respect their changes of directions and fast pace. Get actively involved in class.

**How it helps to understand orange parents/adults:** Compliment their generosity and sense of humor. Use a direct, right-to-the-point approach. Get involved in physical activities with them. Respect their lack of structure and need for spontaneity.

## True Colors - Blue Character Traits

**Values:** Honesty, Friendship, Sensitivity, Harmony, Compassion

**Joys:** Romance, Family, Friendships, Music, Affection

**Strengths:** Communication, Creativity, Nurturing, Sincerity, Listening

**Needs:** Harmony, People, Understanding, Love, Affection

**Stresses/Frustration:** Disharmony, Uncaring, Time limits, Insincerity, Lack of romance

**Life Philosophy:** "To thine own self be true"

**Nicknames:** Catalyst/Energizer

**Leadership Strengths:** Creates enthusiasm and energy, Finds potential in others, Natural democratic leader

**Keys to Leadership Success:** Authenticity, Harmony, Uniqueness, Self-actualization, Cooperation, Personal relationships

**Keys to Personal Success:** Devotion to relationships, Making a difference in the world, Seeking harmony, Self-searching

**Team Contributions:** Ensures group participation, Brings inspiration and enthusiasm, Values open and honest communication

**How it helps to understand blue friends:** Spend quality time, one-on-one with them. Be aware that they wear their hearts on their sleeves. Listen to them as they listen to you and be supportive. Share your thoughts and feelings and praise their imagination and creativity.

**How it helps to understand blue teachers:** Respect their concern for the feelings of students. Get along with other students in the class. Offer your ideas and feelings and give the teacher positive feedback. Appreciate their warmth and caring attitude. Be dramatic and expressive.

**How it helps to understand blue parents/adults:** Respect their need to know about you. Be truthful, sincere, helpful, open and communicative. Take a creative approach to problem solving and cooperate with other family members. Show that you value them through thoughtfulness.

## True Colors - Gold Character Traits

**Values:** Loyalty, Dependability, Honestly, Responsibility, Perfection

**Joys:** Time for family, Home, Job satisfaction, Order, Sense of family

**Strengths:** Organization, Commitment, Consistency, Responsibility, Dependability

**Needs:** Stability, Time, Consistency, Organization, Appreciation

**Stresses/Frustration:** Lack of control, Change, Disloyalty, Money insecurity, Inconsistency

**Life Philosophy:** "Be prepared"

**Nicknames:** Stabilizer/Traditionalist

**Leadership Strengths:** Establishes and follows policies, procedures and rules, Meticulous attention to detail

**Keys to Leadership Success:** Tradition, Dependability, Loyalty, Discipline, Trustworthy, Decisiveness

**Keys to Personal Success:** Work ethic, Predictability, Sense of history, Home and family

**Team Contributions:** Stabilizing force, Gets the job done

**How it helps to understand gold friends:** Try to be organized, efficient, dependable and loyal. Remember to be on time. They are generous and like things to be returned. Respect their need for security and do what you say you will do.

**How it helps to understand gold teachers:** Pay attention to details and be neat and orderly. Respect their need for rules and regulations. They value their position as a teacher, so follow directions carefully. Make an extra effort to be on time for class.

**How it helps to understand gold parents/adults:** Respect their need for tradition and stability. Be loyal, dependable and truthful. Be up front with them and understand their desire for structure and security. Be clean and neat in appearance.

## True Colors - Green Character Traits

**Values:** Intellectual (achievements), Logic, Knowledge, Competency

**Joys:** High achievement, Recognition of ideas, Personal achievement, Meeting challenges, Investigation

**Strengths:** Confidence, Analysis/Analytical, Logic, Problem-solving, Determination

**Needs:** Challenge, Need to understand, Autonomy, Truth and Facts, Accuracy

**Stresses/Frustration:** Rules, Unfairness, Incompetence, Confusion, Nonsense rules

**Life Philosophy:** Knowledge is power"

**Nicknames:** Visionary/Architect

**Leadership Strengths:** Excellent analytical skills, Enjoys complicated theories and models, Comfortable with rapid change

**Keys to Leadership Success:** Clarity, Competence, Intelligence, Logic, Ideas, Critical Thinking

**Keys to Personal Success:** Using precise language, Exploring ideas, Abstract thinking, Striving for competence

**Team Contributions:** Can see the "big picture", Can see potential barriers, Not afraid to challenge the process

**How it helps to understand green friends:** Be aware of their curiosity about life. Respect their need for independence and know that they are caring even though they may not show their feelings easily. Reinforce their new ideas and concepts.

**How it helps to understand green teachers:** Be curious, observing, and ask lots of questions. Be open to their ideas and praise their competence and knowledge. Be original in your assignments. They like to say it once, so pay attention the first time.

**How it helps to understand green parents/adults:** Respect their preoccupation with wisdom, knowledge, ideas and logic. Help them with the day-to-day details and praise their ingenuity and intelligence. Think ahead because they are future-oriented.

## True Colors Skit

Note: The actors will wear a solid color t-shirt of their respective color. Each actor will be holding a large styrofoam egg which has been painted the same as her/his t-shirt. The actors will perform most of the skit while seated in four chairs in a row facing the audience.

It doesn't matter what gender each actor is. Though it is not essential, assign actors based on their own actual true color.

Teacher: (Enters) Here are our instructions for the next exercise. We are to take care of these eggs and treat them like they are our own children. (Exits)

Note: Green has her egg on the floor beside her chair. Other colors are holding their egg.

Orange: (Starts tossing egg in the air and catching it. Singing some song.)

Gold: (Reacts with horror, with a gasp) Don't do that? You're tossing your child around. What kind of parent are you?

Orange: Hey, this kid might as well learn early in life that you've gotta take risks.

Gold: What you should teach him is right from wrong... and tossing him up in the air is definitely wrong.

Orange: You don't hear him complaining, do ya?

(Hand mics to blue and green)

Blue: (Gurgling baby talk to his egg) Kootchy Kootchy koo. Look at that. She smiled at me!

Green: How can 'she' possibly smile at you? 'She's an egg.

Blue: I tell you, she smiled at me!

Green: And I tell you 'she' is just an egg.



Blue: (Pouting) The trouble with you is that you don't have any imagination.

Green: (Interrupts) What I do have is a strong sense of knowing stupidity when I see it.

(Hand mics to gold and orange)

Gold: (Heaving a sigh and resting his head in his hands) I'm beginning to feel the burden of parenthood!

Orange: Already? The kid's less than an hour old! Why start worrying so soon?

Gold: It's never too early to worry. First, there's all that furniture that I have to buy. Then, the minivan to take him and his friends to little league practice... and what about college? I'm going to have to get a better job!

Orange: You won't see me driving a minivan! My kid is going to have to fit into the back of my Mazda Miata or he doesn't go.

Gold: What kind of parent are you?

Gold: Good parents make sacrifices for their children. Good parents worry a lot and try to give their kids things they never had. And good parents make their children feel guilty for all the sacrifices they've made for them...

(Hands mics to blue and green)

Blue: (To his egg) And daddy's gonna have to take care of his little girl. He's going to protect her and rescue her anytime she needs him.

Green: (Rolling his eyes) Oh brother! How will she ever develop any independence when you are always rescuing her?

Blue: I might not be a perfect parent, but my little girls will always know she's loved.

Green: There are other ways of letting her know she is loved besides kootchy-kooing her to death.

Blue: Oh sure, like what you are doing I suppose.

Green: What am I doing?

Blue: Nothing! That is the problem. Look at your little child just lying there on the floor. You haven't even touched the poor thing! How is he supposed to know you love him, read your mind?

Green: That is an egg lying beside me. When I have a real child, he will know I love him because I let him live in my house. And I will feed him and support him in his growth every day. But that certainly doesn't mean I will hover over him day and night, kootchy-kooing in his ear.

(Hands the mics to gold and orange)

Gold: There is so much I have to teach him... how to pull up his little pants, how to tuck his shirt in, how to tie his little tie.

Orange: No Abercrombie shirts for my kid. I'm dressing him in tie-dye or Sean John. He'll look good with a Mohawk or spiked. I want him to be noticed!

Gold: When he is grown up, I wonder if he'll appreciate all the sacrifices I made for him. I bet he doesn't even invite me for dinner more than twice a year...

Blue: Well, I've got to go now.

Gold: (Looks at his own egg while blue is walking)

Blue: (Drops egg and gets emotional)

Gold: (To his egg) Are you going to bring me chicken soup when I'm sick?

Orange: (Tosses egg while exiting) Come on kid. Boy, are you lucky to have me for a parent. Just hang loose babe!

Blue: (To his egg) If anything ever happens to you, I'll never forgive myself.

Green: (To his egg) All right, you can stay with me, you silly little egg. But don't plan on me giving you a lot of attention. I have high expectations for you, although you probably won't live up to them. All right... let's go.

(She stares at the egg a moment longer, then tickles it with one finger)  
Kootchy-Koo.

(She smiles and then stops abruptly, looking around to see if anyone saw her. Then she puts the egg in her pocket and exits) Kootchy-koo.

## True Colors

WE HAVE ALL FOUR OF THE TRUE COLORS IN SOME VARIATION.  
WE USE TRUE COLORS AS A TOOL TO EXPLAIN BEHAVIOR,  
NOT EXCUSE IT.

WE ARE NOT TRYING TO STEREOTYPE OTHERS OR LIMIT OURSELVES.  
EVERY COLOR HAS STRENGTHS & CHALLENGES.

Copyright of True Colors

Adapted by Emily Prascher

## WHEN I AM GREEN...

I seek knowledge & understanding.

*Analytical - Global - Conceptual*

I live life by my own standard.

*Cool - Calm - Collected*

I need explanations & answers.

*Inventive - Logical - Perfectionistic*

I value intelligence, insight, fairness and justice.

*Abstract - Hypothetical - Investigative*

I am a natural non-conformist, a visionary and a problem solver.

### **Green May Perceive Self As:**

- Confident
- Mentally Tough
- Logical, Rational
- Visionary, Inventive
- Self-Controlled
- Enjoying One's Own Company
- Good at Analysis/Objective
- Having Ability to Reprimand
- Having High Expectations
- Respecting Knowledge
- A Deep Thinker

### **Others May Perceive Green As:**

- Arrogant, Know It All
- Cold, Hard
- Insensitive
- Head in the Clouds
- Cool, Aloof, Unfeeling
- Afraid to Open Up
- Critical, Fault-Finding
- Lacking Compassion
- Unappreciative of Others
- Intellectually Demanding
- Argumentative
- Absent Minded

### **Greens Are Stressed Out By:**

- Not Being In Charge
- Lack of Independence
- Subjective Judgment
- Elaborate Use of Adjectives
- Emotional Displays
- Small Talk
- Routine
- Social Functions
- Lack of recognition of their abilities
- Incompetence

## WHEN I AM BLUE...

I need to feel unique and authentic.

*Enthusiastic - Sympathetic - Personal*

I look for meaning and significance in life.

*Warm - Communicative - Compassionate*

I need to contribute, to encourage and to care.

*Idealistic - Spiritual - Sincere*

I value integrity and unity in relationships.

*Peaceful - Flexible - Imaginative*

I am a natural romantic, a poet and a nurturer.

### **Blue May Perceive Self As:**

- Having Feelings
- Compassionate
- Romantic
- Idealistic
- Empathetic
- Caring
- Seeing the Best in Others
- Nurturing
- Liking to Please People
- Wanting Harmony
- Great Communicator
- Valuing Feelings

### **Others May Perceive Blue As:**

- Very Emotional
- Overly Sensitive
- Mushy
- Too Tender-Hearted
- Easily Persuaded
- Too Nice
- Too Trusting
- Smothering
- Too Soft, Too Giving
- Weak
- Talking Too Much
- Illogical

### **Blues Are Stressed Out By:**

- Broken Promises
- Too Much Negative
- Not Being Involved
- Lack of Social Contact
- Clock Watching
- Being Compared to Others
- Lying
- Rejection
- Insincerity
- Completing Paperwork
- Placing the System Before People
- Conflict

## WHEN I AM GOLD...

I follow the rules and respect authority.

*Loyal - Dependable - Prepared*

I have a strong sense of what is right and wrong in life.

*Thorough - Sensible - Punctual*

I need to be useful and to belong.

*Faithful - Stable - Organized*

I value home, family and tradition.

*Caring - Concerned - Concrete*

I am a natural preserver, a good citizen and helpful.

### **Gold May Perceive Self As:**

- Consistent
- Providing Structure
- Goal-Oriented
- Very Traditional
- Knowing Right From Wrong
- Loyal to Organization
- Realistic
- Decisive, Seeking Closure
- Dependable
- Concerned About Security
- Follower of a Routine
- Having Leadership Ability

### **Others May Perceive Gold As:**

- Rigid, Inflexible
- Controlling, Bossy
- Too Serious
- Resistant to Change
- Opinionated
- System-Bound
- Lacking Imagination
- Judgmental
- Boring
- Uptight
- Predictable
- Autocratic

### **Golds Are Stressed Out By:**

- Incomplete Tasks
- Disorganization
- Irresponsibility
- Changing Details
- Lack of Direction
- Waste
- Non-Conformity
- Lack of Structure
- Haphazard Attitude
- Too Many Things Going On At Once
- People Who Don't Follow Through
- Ambiguous Tasks

## WHEN I AM ORANGE...

I act on a moment's notice.

*Witty - Charming - Spontaneous*

I consider life as a game, here and now.

*Impulsive - Generous - Impactful*

I need fun, variety, stimulation, and excitement.

*Optimistic - Eager - Bold*

I value skill, resourcefulness, and courage.

*Physical - Immediate - Fraternal*

I am a natural trouble-shooter, a performer, and a competitor.

### **Orange May Perceive Self As:**

- Flexible, Easy-Going
- Having a Playful Attitude
- Exploring New Possibilities
- Clever, Good Negotiator
- Open to Change
- Having Many Interests
- Able to Do Many Things
- Adventurous, Courageous
- Valuing Freedom
- Bold, Assertive
- Fun-Loving, Enjoying Life
- Independent

### **Others May Perceive Orange As:**

- Irresponsible
- Goofing Off Too Much
- Manipulative
- Unable to Stay On Task
- Scattered
- Taking Unnecessary Risks
- Resisting Closure or Decisions
- Obnoxious
- Immature
- Self-Centered

### **Oranges Are Stressed Out By:**

- Repetition
- Following Detailed Directions
- Routine
- Deadlines
- Inactivity
- Lack of Fun
- Lack of Variety
- Too Much Responsibility
- Rules and Regulations
- Being Stuck at a Desk
- Abstract Concepts
- Reading Manuals
- Imposed Structure
- Personal Criticism



## Lizard and Wizard Brain Behaviors

### **GREEN**

#### **"Lizard Brain" Behaviors**

- Behaves indecisively
- Refuses to comply or cooperate
- Extreme aloofness and withdrawal
- "Snobbish" put-downs and sarcastic remarks
- Refuses to communicate, the silent treatment
- Perfection ties to performance anxiety
- Highly critical towards self and others

#### **"Wizard Brain" Behaviors**

- Questions and explores ideas
- Considers others ideas
- Works independently
- Pleasant but not very social
- Thrives on own work and ingenuity
- Strives for improvement
- Has high expectations

### **BLUE**

#### **"Lizard Brain" Behaviors**

- Attention-getting behavior
- Lying to "save face"
- Withdraws
- Fantasizes, day-dreams excessively
- Overly expresses emotions
- Behaves in passive, resistant ways
- Cries often & appears depressed

#### **"Wizard Brain" Behaviors**

- Appreciates everything, everyone
- Behaves with honesty & integrity
- Likes teamwork
- Creates things to make life better
- Strives for peace & harmony
- Contagiously enthusiastic
- Cooperative & encouraging

### **GOLD**

#### **"Lizard Brain" Behaviors**

- Complains & behaves with self pity
- Exhibits anxiety & worry
- Is depressed & acts fatigued
- Expresses psychosomatic problems
- Malicious in judgment of self & others
- Exhibits "blind herd" mentality
- Exhibits phobic reactions

#### **"Wizard Brain" Behaviors**

- Task & structure focused
- Serious attitude
- Likes to do things to help
- Cares for own body & health
- Direct but cautious
- Respects authority
- Is dependable & reliable

### **ORANGE**

#### **"Lizard Brain" Behaviors**

- Acts rude & with defiance
- Breaks the rules on purpose
- Runs away, drops out
- Involved with alcohol, drugs
- Acts out boisterously
- Lying & cheating behavior
- Violent behavior

#### **"Wizard Brain" Behaviors**

- Acts boldly & is direct
- Risk-taking behavior
- Acts impulsively & spontaneously
- Seeks reasonably "safe" adventures
- Has high expectations
- Wants "hands-on" activities
- Is assertive & to the point

## Team Building Activities

Tarp Drop, Wizards Maze, Tarp Flip, Warp Speed, and Human Knot.

**Location:** Team spots or teams select outdoor spot if weather is good:

**Day:** Monday

**Time:** 9:45 am to 12:00 noon (135 minutes)

**Persons Responsible:** Counselors

**Equipment needed:** 12 large tarps marked off in squares with duct tape. The squares must be large enough for a team member to get both feet inside the square.

**Objectives:** 1, 4, For the team members to recognize one another, remember names, start bonding and become leaders! These games present problems that the teams must be creative to solve together to accomplish the tasks!

**Desired Outcomes:** Learn names. Build trust, self control, and responsibility. Increase self-confidence, self-esteem, collaboration and communication skills. Develop awareness of the needs of others. Decrease fear of touch.

**Set up and instructions:** Please conduct Tarp Drop, Wizard's Maze, Tarp Flip, Warp Speed, and Human Knot - in that order. See following individual activity sheets for each

Make sure you do the first three activities thoroughly. Do not rush. It is ok if you do not make it to Warp Speed and Human Knot.

**Safety considerations:** See individual activity sheets

**Suggested debrief ideas that lead to desired outcomes:**

What do you think was most successful? What was the least successful?

Who do you think was the leader, or was there a leader or was everyone leading? What different leadership styles were most successful in each of the different activities?

How did you feel when you couldn't speak (or when a new rule was applied)?

What did you learn about successful leadership styles?

What did you learn about communication?

What mistakes were made?

What changed after you made mistakes - were you able to learn from it the second time?

Now what?

**Be sure to take notes on your team. This is the first real debrief they will be getting - make it a good one!**

# Tarp Drop

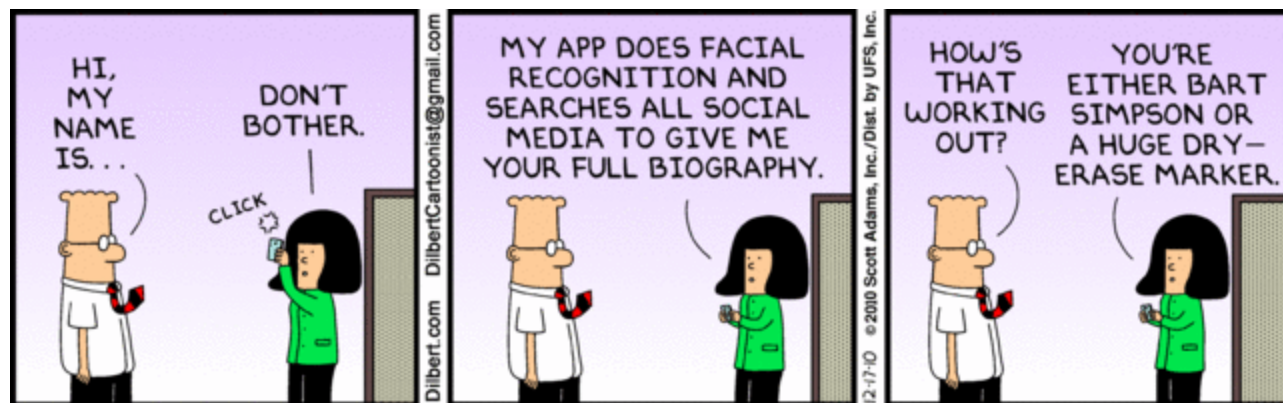
Equipment needed: Large tarp

Time Allotted: 15 minutes

## Set up and instructions:

If you think it is necessary, ask your team to sit or stand in a circle. Go around the circle and ask the team members to introduce themselves, (name, school, and other information such as a hobby). If introductions are not necessary, separate the team equally into two sides. The Counselor will hold one end of the tarp and the Rotarian will hold the other end; separating the two sides so that neither side can see the other. Each side will select one team member to stand at the very front of the tarp, and the Counselor or Rotarian will count to three and drop the tarp! The first team member standing at the front to say the other team member's name wins. The loser joins the opposite side.

Safety considerations: None



Source: [www.dilbert.com](http://www.dilbert.com)

## The Wizard's Maze

**Equipment needed:** The maze can be created by placing duct tape on a tarp or carpet, by marking squares in the dirt outside, or by using street chalk on the back of a tennis court or paved surface. Mark 6 squares across and 8 down - large enough so that a team member can get both feet inside the square.

**Time Allotted:** 40-60 minutes (You can be flexible) ... 25-45 mins for activity, 15-20 mins for debrief

**Set up and instructions:** **Counselors script:** On a walk through the enchanted forest you come across a wise, but not so old, Wizard -- *The Wizard of Ponderosa*. He tells you that he can help make all your "dreams come true" -- if you successfully complete the maze. Here are the rules - please listen carefully because you cannot ask a Wizard any questions: There is only one correct path through the maze.

Each space can only be used once.

If you step on an incorrect space, I will say, "*That is incorrect, Thank you for trying*" -- at that point you must rejoin your team at the end of the line.

Each person must participate in order. The order cannot change during the game.

Being the wise, and not so old, Wizard that I am, I might cast a spell on you from time to time. Don't worry, just listen to me, and continue to be part of your team and reach for your goals.

The entire team must get successfully across in the allotted time.

There are 12 correct steps to successfully cross the maze.

You have 20 minutes to successfully cross - go!

*Student line* .....

**COUNSELOR facilitation notes**

You can select any pattern, or number of correct steps or time limits to complete the maze.

As the Wizard, you can make the entire group "mute" - or just select team members. They will get innovative and point, drop stones, or use other ways to communicate the correct path through the maze.

Make sure that no one can see the key to the map. As the campers move along trying to get across, and if you have time to do so, **make it more difficult**.

|                |                |                |                |                |  |
|----------------|----------------|----------------|----------------|----------------|--|
|                |                |                | X <sub>1</sub> |                |  |
|                |                | X <sub>2</sub> |                |                |  |
| X <sub>4</sub> | X <sub>3</sub> |                |                |                |  |
| X <sub>5</sub> |                |                | X <sub>8</sub> |                |  |
|                | X              | X              |                | X <sub>9</sub> |  |

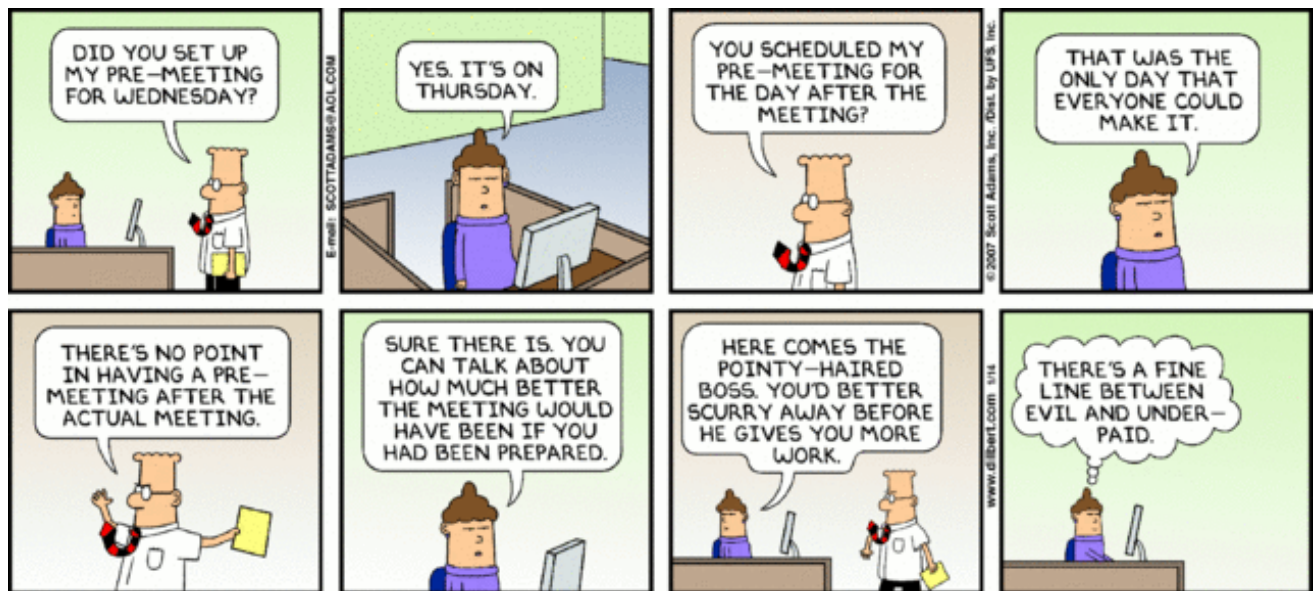
Since we actually have more time available, do not hold them to the 20 minute time limit. That said, create obstacles for them.

**Safety considerations:** Only allow one person at a time to cross the maze.

**Suggested debrief ideas that lead to desired outcomes:**

- Ask the team members what they learned from the exercise?
- Did all team members participate and did everyone contribute to the team's success?
- How does the exercise relate to achieving your dreams in life?
- How did you feel when your team encouraged you and/or corrected you?
- How did you feel if you made a mistake?
- How many correct steps were there and how many mistakes did you make?
- Do you have to make mistakes to get better at a skill?
- How did it feel that, as a team, you took \_\_\_ minutes longer than originally allowed?
- Now what?

**This will be the first "real" debrief that your team does. TAKE YOUR TIME. Don't try and rush on to the next thing. We have allowed a lot of time for this activity - so make the most of it.**



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# Tarp Flip

**Equipment needed:** Tarp

**Time Allotted:** 40-60 minutes, like Wizard's Maze, be flexible

## **Counselor Facilitation Notes:**

Fold the tarp in half twice so it is a fairly small square. Have the team stand on the tarp with both feet. The problem has been solved when the team has flipped the tarp so the other side is facing up without anyone's feet leaving the tarp to touch the ground. If it proves too easy, Counselors may make new rules like no talking or no use of names by the whole team or specific individuals. At first tell them that they have only 15 minutes, but allow for longer. If they succeed, try making the area smaller. If after too long of a time (your judgment) they are still struggling and are getting nowhere, ask them if they want to try with a larger tarp area.

**Safety Considerations:** None

## **Suggested debrief ideas that lead to desired outcomes:**

Did the team have a plan?

Did everyone know what the plan was, if not what prevented you from knowing the plan?

What kind of effort did it take for the team to make the change and flip the tarp over?

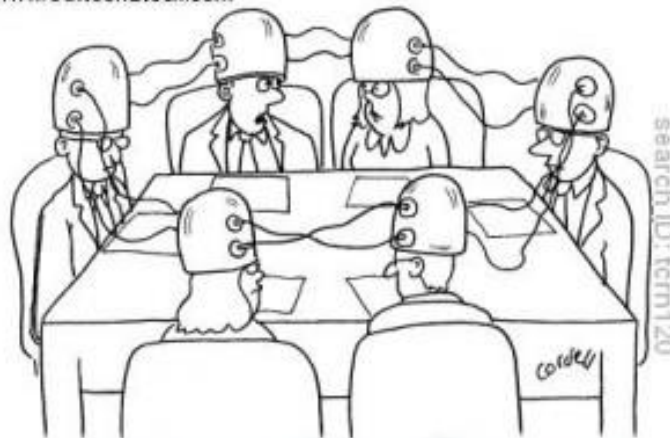
Can these same words help you change something in this school that you do not like?

If the game bag was used, did it present any additional challenges?

What kind of "baggage" or barriers may get in our way this week as a team?

Now what?

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"Frankly, I'm not sure this whole idea-sharing thing is working."

# Warp Speed

## Group Juggle/Warp Speed

One of the best initiatives. Can be used indoors or out, works as well early or later in a training. Requires successive levels of thinking "outside of the box" for success. An excellent follow-up activity to Group Juggle.

Props: one foam or fleece ball (a 9" round nerf ball works well or a tennis ball)

Ask your group to form a circle. You will also form part of the circle with the ball within easy reach.

Explain: "I'm going to start by tossing this ball to someone else in the circle. If you receive it, toss it to someone else in the circle not immediately on either side of you. That person will toss it to another person who has not yet received it and again not immediately on either side of him or her. Throwing continues until the last person tosses the ball back to me. Remember who you tossed to because we will try to recreate the pattern in the next phase. Any questions?"

Toss the ball to someone across from you. The cycle continues until the ball comes back to you. Repeat one more time so that everyone is clear who they toss the ball to and from whom they receive it. The ball must follow the same pattern both times.

Explain: "We are now going to see how quickly we can send this one ball from start to finish through the system. The only stipulation is that the ball must pass through the system in the same order that we have already established.

[Remember these words: how you state this stipulation will define the boundaries for how this task can be accomplished.] I am going to step out of the system now, so the person that I tossed to will become both the beginning and the end person. Any questions? I will start time as soon as the ball leaves the first person, and I will stop time when it returns to him/her. You may begin when ready."

Time their first attempt. Applaud their attempt whatever it is (one second per participant or longer is quite normal). And prompt them with "you can do better." Allow for planning, additional attempts and more planning.

At some point the group will ask you how fast this can be done or how fast you've seen it done or what the ultimate goal is. Answer for most groups of 20 people or less = less than one second.

Continue until the group attains the elusive "warp speed" or ceases to be actively engaged in trying to reach it. Process the activity.

### Facilitator Notes:

Once the group learns of the goal that they are trying to reach, expect responses like "no way" and "are you kidding?" This will however alert them to the fact that the whole system needs to fundamentally change.

Fundamental changes that the group should progress through include movement (e.g., moving closer together, changing the position of the participants in the circle, moving out of a circle to a line or some other shape), changing how the ball moves through the system (e.g., from a toss to a hand off to a roll across hands or along the ground).

How creatively you allow the group to interpret its objective and the stipulation is a function of your assessment of the group and your learning goal. We have had groups ask if they just put the ball on the ground and then touch it in succession, does this satisfy the objective? [Does it? Pause here and reflect ...] Our response in this case is usually to ask the group to answer its own question. Does the ball actually pass through the system in the correct order? Most groups usually choose to continue to seek another solution, and we applaud their "thinking outside of the box" even if it didn't exactly provide the solution - it shows movement in the right direction.





# Human Knot

**Equipment needed:** None.

**Set up and instructions:**

Have your team face towards each other, in a tight circle. Each person should be standing shoulder to shoulder.

First, instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle, as if they were shaking hands. To emphasize learning of names and get a bit of fun going, ask team members to introduce themselves to the person they are holding hands with.

Next, have everyone lift their right hand, reach across to take the hand of a different person standing across the circle, and introduce themselves if necessary.

Make sure that no one is holding hands with someone standing directly beside them.

This hand-in-hand configuration should come out equal.

Explain to the team that what you'd like them to do is untangle themselves, without letting go of hands, into a circle. Tell them they may change their grip to be more comfortable, but they are not to unclasp and re-clasp their hands which would undo the knot. Palms may pivot on one another, but skin contact may not be lost.

If any team member lets go of a hand (breaks the chain), then the team must start from the beginning.

Explain that whenever the team is talking to someone, or about someone, that the person's first name must be used. This usually helps the team to work together and find solution.

Their communication is more accurate with names involved.

**Counselor facilitation notes:**

Observant Counselors and Rotarians can get a lot of information about team members in a short space of time with this activity.

Let the team struggle for about 10 minutes

Stay at a moderate distance, allowing the team to handle the activity without feeling like they're being too closely observed; maintain good hearing contact and be aware of appropriate and inappropriate behavior.

Be ready to step in to help answer questions or change the direction of the activity quickly if needed.

Slowly wander around the circle, moving in and out as appropriate, emphasizing that team members should use one another's name.

It is relatively easy to notice who is talking and who is not, who seems comfortable and who does not. Also, note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can. Sometimes, a new leader emerges from being in an opportune position in the

knot. This can offer this team member a significant boost. Almost everyone gets a positive sense of having participated in the solution.

Observe external red flags - people in pain, looks of anger or disgust, energy level, fun, team success.

Some team members may have difficulty enjoying the activity due to their physical shape (e.g., very tall, obese, or inflexible people may find the activity particularly awkward). It is important to provide appropriate help (Knot First Aid!) if the activity proves too difficult. This might be encouragement that it can be done (some teams lack confidence and would give up too early); helping a couple of people communicate to find a solution for part of the knot. If essential, consider allowing the team to discuss an unclasp-reclasp. How much encouragement to give is a fine balancing act. The task should be challenging, especially as an initial activity. It should give the team some initial confidence and momentum in being able to work together to solve problems.

**Safety considerations:**

Use a level surface, remove objects, and be aware of jewelry that might be a problem.

Some team members may be reluctant to be touched or to touch others.

Participants may have to step over the linked arms or go under them. The participants may change the way they are holding onto the other person's hand so that they are not twisted and uncomfortable.

**Suggested debrief ideas that lead to desired outcomes:**

What worked to arrive at a solution?

What got in the way of a solution?

How well did you work as a team?

What strategies did your team adopt?

How did it feel to solve the game?

What could have been done differently?

What do you think you've learned from this activity that can be applied in future activities?



## The Monday Matrix

| Time | Teams A, B, C, D | Teams E, F, G, H | Teams I, J, K, L |
|------|------------------|------------------|------------------|
| 1:15 | Towers           | My Life List     | My Life List     |
| 2:35 | My Life List     | Towers           | Swept Away       |
| 3:55 | Swept Away       | Swept Away       | Towers           |

| Activity     | Teams | Location        |
|--------------|-------|-----------------|
| Towers       | All   | Gym             |
| My Life List | All   | Allison         |
| Swept Away   | A, I  | Pine            |
|              | B, J  | 1st Floor Pikes |
|              | C, K  | 3rd Floor Pikes |
|              | D, L  | Elkhorn         |
|              | E     | Buckskin        |
|              | F     | Bear Den        |
|              | G     | Allison         |
|              | H     | Game Room       |

| Monday Matrix - Team A |                       |
|------------------------|-----------------------|
| 1:15                   | Towers: Gym           |
| 2:25                   | My Life List: Allison |
| 3:35                   | Swept Away: Pine      |

| Monday Matrix - Team B |                       |
|------------------------|-----------------------|
| 1:15                   | Towers: Gym           |
| 2:25                   | My Life List: Allison |
| 3:35                   | Swept Away: Pikes 1   |

| Monday Matrix - Team C |                       |
|------------------------|-----------------------|
| 1:15                   | Towers: Gym           |
| 2:25                   | My Life List: Allison |
| 3:35                   | Swept Away: Pikes 3   |

| Monday Matrix - Team D |                       |
|------------------------|-----------------------|
| 1:15                   | Towers: Elkhorn       |
| 2:25                   | My Life List: Allison |
| 3:35                   | Swept Away: Pine      |

| Monday Matrix - Team E |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Towers: Gym           |
| 3:35                   | Swept Away: Buckskin  |

| Monday Matrix - Team F |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Towers: Gym           |
| 3:35                   | Swept Away: Bear Den  |

| Monday Matrix - Team G |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Towers: Gym           |
| 3:35                   | Swept Away: Allison   |

| Monday Matrix - Team H |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Towers: Gym           |
| 3:35                   | Swept Away: Game Room |

| Monday Matrix - Team I |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Swept Away: Pine      |
| 3:35                   | Towers: Gym           |

| Monday Matrix - Team J |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Swept Away: Pikes 1   |
| 3:35                   | Towers: Gym           |

| Monday Matrix - Team K |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Swept Away: Pikes 3   |
| 3:35                   | Towers: Gym           |

| Monday Matrix - Team L |                       |
|------------------------|-----------------------|
| 1:15                   | My Life List: Allison |
| 2:25                   | Elkhorn               |
| 3:35                   | Towers: Gym           |

## **My Life List/Me Quit? Never!**

**Location:** Allison Pavilion

**Day:** Monday

**Time:** 1:20 - 5:20pm Two 80 minute Sessions - See program for your team's time. Stop at least 10 minutes before the end of the hour to allow time for the team to get to its next activity.

**Persons Responsible:** Dave Boon, Junior Counselors

**Equipment needed:** Audio system, microphone, LCD projector, computer, and screen.

**Objective:** To get the campers to develop a "My Life List" of the goals and dreams they may want to achieve in their life, to set some steps, or plans, that they can take (personal initiative) toward achieving those dreams/goals, to list those people (mentors and constellation of support) that can help them achieve those dreams and stay on a positive highway in life, and to develop an understanding of how others have overcome obstacles (stories) and challenges so that they will have a new found sense of perseverance to achieve their own goals regardless of the challenges they may face.

### **Desired Outcomes:**

Goals

accept difficult new challenges

step out of his/her comfort zone and try new things

Personal Initiative

do what he/she is supposed to do even when he/she does not feel like it

look for the positive in all situations

Mentors

ask for help when he/she am stuck or needs it

listen to others with understanding and without judging them

Perseverance

stick with a challenging task and see it through to its completion

handle set-backs without giving up or becoming discouraged

**Set up and instructions:** Sit in teams.

**Counselor facilitation notes:** Counselors can take an active role in helping identify ways to take initiative toward their goals - whether it be through the 6 degrees of separation by talking about who you might know that has traveled and seen what they want to see, did what they want to do (climb Kilimanjaro - Junior, passion to action items, people with

careers they find interesting, etc), achieved what they want, or how to get started. Who do you know that can help them on their road to success? Show them the thought and planning process on the included planning sheet to accomplish their goals.

**Safety considerations:** None

**Suggested debrief ideas that lead to desired outcomes:**

Ask each member of your team to discuss several of their goals and dreams if they feel comfortable.

What goals/dreams do the members of your team have in common?

Ask each to describe a goal that they want to achieve in the next year.

Ask each to describe a goal they want to achieve within the next 5 years.

Ask them how they can make a plan to achieve those goals. See goal setting progress sheets.

If time allows, you might discuss dreams and goals that you have achieved in life and what are the positive impacts of achieving those goals.

Have the students discuss what personal initiative (PI) means and how they can use PI to start toward achieving one of the goals listed above. Help them identify what they can do to take PI toward a goal.

Have the students discuss the importance of having others as coaches (mentors) in helping them achieve something in the past (sports, music, art, etc) and how much more difficult it would have been without help.

Ask the students to talk of a time when they had a difficult task (could be the tower and zip line, or something else they have achieved) and how they got through it.

What other stories of perseverance do they know that can inspire.

What story of inspiration from the presentation (My Life List - Me Quit? Never!) did they like the best and why?

Remind them that they will encounter challenges in life and will need to develop the character trait of perseverance to achieve their goals and dreams in life.

## "My Life List"

When John Goddard was 15 years old, he overheard his parents friends say, "I wish I were John's age again, I would do things differently." Something about that remark seemed to have touched a nerve inside the boy. He took out a yellow legal pad and wrote the words, "My Life List" across the top. He began writing down goals. The list grew to 127 items. Today, John has accomplished all but 13 of those original goals. The ones not accomplished by June 2006 are designated with an (\*).

### Explore:

1. Nile River
2. Amazon River
3. Congo River
4. Colorado River
5. Yangtze River, China
- \*6. Niger River
- \*7. Orinoco River, Venezuela
8. Rio Coco, Nicaragua

### Study Native Cultures In:

9. Congo
10. New Guinea
11. Brazil
12. Borneo
13. Sudan
14. Australia
15. Kenya
16. Philippines
17. Tanganyika (now Tanzania)
18. Ethiopia
19. Nigeria
20. Alaska

### Climb:

- \*21. Mount Everest
- \*22. Mount Aconcagua, Argentina
- \*23. Mount McKinley
24. Mount Huascarán, Peru
25. Mount Kilimanjaro, Africa
26. Mount Ararat, Turkey
27. Mount Kenya
- \*28. Mount Cook, New Zealand
29. Mount Popocatepetl, Mexico
30. The Matterhorn
31. Mount Rainer
32. Mount Fuji
33. Mount Vesuvius
34. Mount Bromo, Java
35. Grant Tetons
36. Mount Baldy, California

### Study/Learn:

37. Carry out careers in medicine and exploration
- \*38. Visit every country in the world (30 to go)
39. Study Navaho and Hopi Indians
40. Learn to fly a plane
41. Ride horse in a Rose Bowl Parade

### Photograph:

42. Iguazu Falls, Brazil
43. Victoria Falls, Rhodesia
44. Sutherland Falls, New Zealand
45. Yosemite Falls
46. Niagara Falls
  
47. Retrace the travels of Marco Polo and Alexander the Great

### Explore Underwater:

48. Coral Reefs of Florida
49. Great Barrier Reef, Australia
50. Red Sea
51. Fiji Islands
52. The Bahamas
53. Explore Okefenokee and Everglades

### Visit:

- \*54. North and South Poles
55. Great Wall of China
56. Panama and Suez Canals
57. Easter Island
58. The Galapagos Islands
59. Vatican City
60. The Taj Mahal
61. The Eiffel Tower
62. The Blue Grotto
63. The Tower of London
64. The Leaning Tower of Pisa
65. Sacred Well of Chichen-Itza
66. Climb Ayers Rock, Australia
67. Follow River Jordan from Sea of Galilee to the Dead Sea

### Swim In:

- 68. Lake Victoria
- 69. Lake Superior
- 70. Lake Tanganyika
- 71. Lake Titicaca, Peru
- 72. Lake Nicaragua

### Accomplish:

- 73. Become an Eagle Scout
- 74. Dive in a submarine
- 75. Land on and take off from an aircraft carrier
- 76. Fly in a blimp, hot air balloon, glider
- 77. Ride an elephant, camel, ostrich and bronco
- 78. Skin dive to 40 feet, hold breath 2.5 minutes underwater
- 79. Catch a 10 lb lobster and ten-inch abalone
- 80. Play a flute and violin
- 81. Type 50 words a minute
- 82. Take a parachute jump
- 83. Learn water and snow skiing
- 84. Go on a church mission
- 85. Follow the John Muir Trail
- 86. Study native medicines, bring back useful ones
- 87. Bag camera trophies of elephant, lion, rhino, cheetah, cape buffalo and whale
- 88. Learn to fence
- 89. Learn jujitsu
- 90. Teach a college course
- 91. Watch a cremation ceremony in Bali
- 92. Explore the depths of the sea
- \*93. Appear in a Tarzan movie
- \*94. Own a horse, chimp, cheetah, ocelot and coyote (Chimp and cheetah to go)
- \*95. Become a ham radio operator
- 96. Build own telescope
- 97. Write a book
- 98. Publish article in National Geographic
- 99. High jump 5 feet
- 100. Broad jump 15 feet

- 101. Run a mile in 5 minutes
- 102. Weigh 175 (still does)
- 103. Perform 200 sit-ups and 20 push ups
- 104. Learn French, Spanish, and Arabic
- 105. Study dragon lizards of Komono Island
- 106. Visit birthplace of grandfather Sorrenson
- 107. Visit birthplace of grandfather Goddard
- 108. Ship aboard a freighter as a seaman
- \*109. Read the entire Encyclopedia Britannica
- 110. Read the Bible cover to cover
- 111. Read the works of Shakespeare, Plato, Aristotle, Thoreau, Poe, Rousseau, Bacon, Hemingway, Dickens, Twain, Burroughs, Conrad, Talmage, Tostoi, Longfellow, Keats, Whittier and Emerson
- 112. Become familiar with the compositions of Bach, Beethoven, Debussy, Ibert, Mendelssohn, Lalo, Rimski-Korsakov, Respighi, Liszt, Rachmaninoff, Stravinsky, Toch, Tshcikovsky, and Verdi
- 113. Become proficient in the use of a plane, motorcycle, tractor, surfboard, rifle, pistol, canoe, microscope, football, basketball, bow and arrow, lariat and boomerang
- 114. Compose music
- 115. Play Clair de Lune on the piano
- 116. Watch fire-walking ceremony in Bali
- 117. Milk a poisonous snake
- 118. Light a match with a 22 rifle
- 119. Visit a movie studio
- 120. Climb Cheops' Pyramid
- 121. Become a member of the Explorers' Club and the Adventures' Club
- 122. Learn to play Polo
- 123. Travel the Grand Canyon (by foot and boat)
- 124. Circumnavigate the globe (4 times)
- \*125. Visit the moon
- 126. Marry and have children (has 5 kids)
- 127. Live to see the 21<sup>st</sup> Century

**Your Life List - So, what's on your life list?** Have you ever sat down and created your own life list? If so, how long ago was that and have you continued to add to the list? **A My Life List**, exercise is a great way to set a plan into action for creating an exciting and successful future.

Here is the path:

1) Creating your life list, 2) make sure you have the "vision" of what you want clearly in your mind, 3) take action through personal initiative, 4) attract and find people (mentors) to help you achieve these goals, and 5) persevere by never, never, never giving up. Have a "great future of success!" As John would say, "This conversation is to be continued."

John Goddard recently published a book titled, **The Survivor: 24 Spine-Chilling Adventures on the Edge of Death** (Health Communications, Inc.) which further describes his Life List, many additional goals beyond the original 127 and how he achieve them. Check it out - it's a good read!





# Plan for My Life List:

**Goal :** \_\_\_\_\_

**Time Frame (deadline):** \_\_\_\_\_

## Things to Do in Order To Achieve that Goal:

### People/Mentors that can Help Me: (constellation of support)

Talk To: \_\_\_\_\_

By Which Date: \_\_\_\_\_

Learn About: \_\_\_\_\_

\_\_\_\_\_

Talk To: \_\_\_\_\_

By Which Date: \_\_\_\_\_

Learn About: \_\_\_\_\_

\_\_\_\_\_

Talk To: \_\_\_\_\_

By Which Date: \_\_\_\_\_

Learn About: \_\_\_\_\_

\_\_\_\_\_

### Knowledge/Information Required:

Item #1: \_\_\_\_\_

How do I gain that knowledge: \_\_\_\_\_

\_\_\_\_\_

Date I will have that information: \_\_\_\_\_

Item #2: \_\_\_\_\_

How do I gain that knowledge: \_\_\_\_\_

\_\_\_\_\_

Date I will have that information: \_\_\_\_\_

Item #3: \_\_\_\_\_

How do I gain that knowledge: \_\_\_\_\_

\_\_\_\_\_

Date I will have that information: \_\_\_\_\_

**What do I Need (supplies, money,etc):**

What do you need: \_\_\_\_\_

How much does it cost: \_\_\_\_\_

How can you raise this money: \_\_\_\_\_

\_\_\_\_\_

Who can help you with this: \_\_\_\_\_

When will you contact this person: \_\_\_\_\_

What do you need: \_\_\_\_\_

How much does it cost: \_\_\_\_\_

How can you raise this money: \_\_\_\_\_

\_\_\_\_\_

Who can help you with this: \_\_\_\_\_

When will you contact this person: \_\_\_\_\_

What do you need: \_\_\_\_\_

How much does it cost: \_\_\_\_\_

How can you raise this money: \_\_\_\_\_

\_\_\_\_\_

Who can help you with this: \_\_\_\_\_

When will you contact this person: \_\_\_\_\_

## Towers

**Location:** Gym

**Day:** Monday

**Time:** In the Matrix: Three 80 minute sessions between the hours of 1:20 and 5:20 pm.

See daily schedule.

**Persons Responsible:** Mikaila Way

**Equipment needed:**  $\frac{1}{2}$  a bag of mini-Marshmallows per team and 1 box of wooden toothpicks per team. Twelve stacks of newspapers, 10" high. Twelve rolls of 1" masking tape. The quantity of newspapers is not limited.

**Objectives:** 1, 7

### Part 1: Marshmallow Tower

**Equipment needed:**  $\frac{1}{2}$  a bag of mini-Marshmallows per team and 1 box of wooden toothpicks per team

**Objective:** The team is to build the tallest tower using only marshmallows and toothpicks

**Desired Outcomes:** The task will be completed by the team with all involved. YRYLarians will build confidence and resilience; learn the importance of pre-planning to achieve a goal, and the need for effective communication during pre-planning. They will learn that both leading and following skills are needed for a team to succeed.

**Set up and instructions:** Mikaila will lead this session. Your team is challenged to build the tallest freestanding tower from mini marshmallows and wooden toothpicks. You will have 5 minutes to plan your structure and how your team is going to implement that plan. When you are asked to start building then you may pick up the marshmallows and toothpicks. You will be given 10 minutes to implement the plan **WITHOUT TALKING!** You will then be given 5 minutes to discuss what worked well and formulate any changes that you need to make in order to improve for the next challenge. In group activities like this there are several parts, including: Plan→Action→Reflect/Debrief→Celebration.

**Counselor Facilitation notes:** YRYLarians must do these activities on their own without prompting from Counselors or Rotarians. Keep reminding them that they cannot talk during the building process. Do not allow them to start before the allotted time. Have your notes handy to observe the members of the team and the team as a whole. Notice

how well they work together during the planning phase. In the building phase, are they able to communicate without talking? Are they all participating? Stay away from being judgmental. Acknowledge participants as much as you can. Notice all and be prepared to talk about specific instances so the team members can learn from their mistakes and successes.

**Safety considerations:** None

**Suggested Debrief questions that lead to the desired outcomes:**

Apply the 10 Wise Ways and True Colors in your debrief.

How well did your plan work? (Set goals/Action Plan).

If you were to do the planning part over, what would you have done differently? (Set goals).

What did you notice about the other people in the group? (Constellation of Support), (True Colors).

How well were you listened to by the group? (Communication).

What is the level of leadership in this group?

Who do you want to acknowledge for their participation and why? (Assertive Communication).

Who had a positive impact on the group?

What did the greens, golds, blues and oranges contribute?

Who kept you motivated when you wanted to give up? (Constellation of support).

On a scale of 1 to 10 how is your group performing and how do you know?

What can you take from this experience to improve your leadership skills?

## Part 2, Newspaper Shelter

**Equipment needed:** Twelve stacks of newspapers, 10" high. Twelve rolls of 1" masking tape. The quantity of newspapers is not limited.

**Objective:** Build a shelter from newspapers in 12 minutes that will hold 3 people and will stand in place for at least one minute at the end of the building time period.

**Desired Outcomes:** Team will utilize lessons learned from part 1 to be successful in part 2, thus deepening the lessons.

**Set up and instructions:** Mikaila will lead this session. She will tell your team that they have been on a treasure hunt in the jungles of Mexico and have found the mother lode of gold left by the Aztec warriors hidden from the Spanish centuries ago. You need to go back and get help to get the treasure back to your office in the city. You must leave 3

people back to guard the treasure, but they need a shelter built to protect them from the rains.

Your job is to build a freestanding shelter for 3 people in your group. This will be done with the newspaper and masking tape which you will be provided. The shelter must not be supported by anyone including the people in the shelter. It must remain standing with 3 people in the shelter for one minute after the time is up for the implementation of your plan.

You have 7 minutes to plan, and 12 minutes to build the shelter **WITHOUT TALKING!**

**Counselor facilitation notes:** Make sure that the YRYLarians do not talk during the implementation period. Keep reminding them of their integrity. Do not allow them to start before the allotted time. Observe your team members and take lots of notes.

**Suggested debrief ideas that lead to desired outcomes:**

What did they learn from Part 1 that helped them in Part 2?

How well did they listen to each other? (Communication).

Did they utilize everyone? (Constellation of Support).

How well did they stick to the plan? (Set Goals/Take Action).

What did they learn about each other? (Other Points of View)

How can they build on what they learned to carry on in the future?

Always look for places to acknowledge who they are and who they are becoming. (Communication).

Were you able to use a different strategy the second time? (Identify Choices)

What did you learn about planning? (Set Goals/Take Action).

Why did you select the design you did for your shelter? (Identify Choices).

Be sure to have your notes handy to make notes on the abilities you observe.

## Swept Away and Staying On Top

**Location:** Twilight time spots

**Day:** Monday

**Time:** In the Matrix: Three 80 minute sessions between the hours of 1:20-5:20pm.  
See daily schedule

**Persons Responsible:** Counselor

**Equipment needed:** For each session - 2 six-foot lengths of butcher paper, roll of masking tape, 10 packets each of pink and green 3" x 3" post it notes, 10 black markers such as Sharpies.

**Objectives:** 2, 3, 4, 6, 7, To identify "things" that knock teens off their highway to success and to also identify those "things" that keep them on track or provide positive support

**Desired Outcomes:** Will help YRYLarians understand that influences (family, peers, etc) and choices they make can have both negative (swept away) and positive (staying on top) consequences on them. With this knowledge they are much better equipped to make better and more empowering choices.

**Set up and instructions:** Use masking tape to attach 2 separate 6 foot lengths of butcher paper to wall with headings Swept Away (pink) and Staying on Top (green). Put the designated color post-it next to the headings. Seat team members on the floor or in chairs facing the butcher paper. Give each team member a pink and green pack of post-its and a black Sharpie. Tell the YRYLarians that they are to use one word to describe the 'things' that can knock them off their highway to success and the things that can keep them on track or provide positive support.

Ask them to write each of those 'things', with one word, on a single post-it note -use a pink post-it for 'things' that knock them off their highway, and a green post-it for 'things' that keep them on track. Encourage the YRYLarians to keep writing. If what knocks them off track or keeps them on is the same as another team member, that's OK. They should write it anyway. The Counselor and Rotarian will collect the post-its and post them on the butcher paper grouping the responses to Swept Away and Staying On Top by categories (family, negative friends, positive friends, peer pressure, drugs/alcohol, etc). This will let everyone quickly see what the top 3 in both are.

**Rotarians** will take notes on the problems described for use in the Four Way Test exercises on Thursday...see examples from Bell Middle School which are written in the "Choices" activity.

**Counselor Facilitation Notes:** After the YRYLarians have completed writing and their 'things' are posted, say or read to your team "Many of you know that Dave Boon, one of our Rotarians, was knocked off Highway 40 by a massive avalanche and buried alive. He literally got "swept away." Many things can knock us off our personal highway to success - things like negative peer pressure, friends, drugs, alcohol, poor grades, etc.

You have listed many of these things on the wall - let's take a look at them and see if there is a theme or many common "things" that we can identify so we can make better choices to steer away from these negative influences. Let's discuss what we see on the wall - why or how do these "things" keep us from being successful? What are the top three (3) that are currently influencing you?" Have the YRYLarians discuss these "things" openly and how it impacts them.

Once that discussion seems complete, say "Now let's look at those "things" that can help us from getting swept away - things, individuals, and activities that are supportive - that are positive influences on us. Let's discuss what we see on the wall - why or how do these "things" help keep us on the highway to success and how they keep us from being "swept away." What are the top three (3) that you can use to "stay on top?" Have the YRYLarians discuss these "things" openly and how it impacts them.

At the close of the session, carefully detach the butcher paper from the wall. Lay the Staying on Top paper on the Swept Away paper, roll up the butcher papers complete with all the post-its in one roll and secure it with three rubber bands. Write you team letter on the rolled butcher paper and place the role in the SW corner of the meeting room.

**Safety considerations:** Do not allow the team members to run around and post their own notes. Keep them seated - have the Counselors and Rotarians do the posting.

**Suggested debrief ideas that lead to desired outcomes:** What was the most important thing you took away? What did you learn about the similarities that people have when situations get them off track? Differences? What was the most recurring theme? Take notes on your teams abilities.



## Swept Away and Staying On Top

On January 6, 2007 Dave Boon, his wife June and a friend of the family, 13-year-old Gary Martinez who attended the 2006 YRYLA, were driving up Berthoud Pass on Highway 40 for two days of skiing at the Winter Park - Mary Jane ski area. As we started the steep climb after the turn toward the summit of Berthoud Pass the song, *Affirmation* by Savage Garden started to play on the CD player. Stanley Mountain rising to a height of 12,524 feet was on our left as we saw the first "Avalanche Area - No Stopping" signs.

I was marveling at the gorgeous deep blue sky when something caught my eye about twenty yards ahead of our car and to the left a small cloud of powder came down onto the road. Both of my hands were on the steering wheel and this little white puff of powder was the only warning we got. Less than a second later our car was literally blown out of control and slammed into the guard rail by a blast of air and snow. It was a total white out and I could not see past my windshield and I could hear snow and ice hitting our car as if being blown by a 120mph wind. One moment I was going 45 mph looking at royal blue sky and now something very wrong was going on - my mind knew I had not hit a car, I wasn't in an accident, I just thought, "What is going on."

The next instant we were hit by an incredible force - one I can only describe as being hit by a freight train. The impact caused the car to flip into the air - then I knew what it was. We had been swept away by an avalanche - a massive avalanche. Everything went dark and we flew into the air. Over and over we went in total darkness. We must have flipped several times in the air before we hit the ground and started to roll. We had driven this road hundreds if not a thousand times and I thought about the steepness of the slope the avalanche was going down - with us in it. The slope must be 30-40° so we were going for quite a wild and long ride. We rolled over and over. Everything was black, we couldn't see anything. We just kept rolling. Then we hit something and the car starting spinning upside down. We started slowing down and as we did, June shouted, "Make an air space. Make an air space." Then the car came to a stop.

### *Everything was dark - we were upside down and we were buried alive.*

What are the things in life that knock you off your Highway 40 (the highway to accomplishing your dreams and goals)? List all the things you can think of that slow you down or keep you from staying on a positive path in life. Post these negative influences on "post-its" and place them on the wall.

**Staying On Top** - If you are ever in an avalanche get rid of everything that can bring you down - get rid of your pack, ski poles, skis or snow shoes, -- then try and swim with the mass of moving snow trying your best to keep your head up and staying on top. If you do get below the surface and as the snow slows down try and pack the biggest air-space you can in front of your mouth - it may be the only air you have.

Now list all the things you can do to "stay on top" and not get buried or swept away or away by bad influences. Again, put them on "post-its" and place them on the wall.

As a group discuss what sweeps you off your highway of life and what you can do to "stay on top." Have any of these things happened to you or your friends? Could you have used some of the techniques or ideas for staying on top? Will you be better prepared next time to stay on top and not get swept away?

## Skit Prep

**Location:** Team spots

**Day:** Monday

**Time:** 6:15 - 7:15 pm (60 minutes)

**Persons Responsible:** Counselor

**Equipment needed:** Each Counselor will provide THE SAME TWELVE "props" so that each team will have twelve random objects. This way, when we distribute props to all of the teams, every single team will have twelve different props, but each team will be using the same combination of twelve different objects.

**Objectives:** 1, 4, 5, 6 Use every member of the team and all 12 props to portray an idea through acting.

**Desired Outcomes:** Skit prep is a great opportunity for team members to display many of the abilities listed in the self assessment. Have your observation lists handy while the team is prepping.

**Set up and instructions:** The team must use all 12 props in a way other than their intended function for the skit. Each team will have 6 minutes to present BOTH their skit and team star. Any team that goes beyond 6 minutes on stage will be cut off. The theme of the skit must be a portrayal of one of the Wise Ways, True Colors, or their experience at YRYLA. The team must not act out violence or participate in horse-play on stage.

**Safety considerations:** Common sense - do not let the campers do crazy tricks in their skits - no throwing, jumping, punching, extensive physical contact, etc. also keep in mind the size of the stage in Allison - we don't want anyone falling off the stage.

**Suggested debrief ideas that lead to desired outcomes:**

**What happened?**

Who became a leader for this activity?

Is this a different person than has stepped up before?

Did followers actively participate and provide critical thinking skills?

Did colors play a role in who followed versus who led?

**So What** did you learn from this activity?

Are team members being transformed in this process?

Was this leadership style a concern for people or a concern for a product or was it a mix?

How do different personality traits (colors) function as leaders in some activities while others excel in different activities?

**Now What?**

Did this activity change how the team interacts and who potentially steps up to be a leader?

What should happen to increase our team's effectiveness?

## REFLECTION TIME



## Twilight Time- Monday

Ice Breaker - suggest My Proudest Achievement (though this takes a while)

EVALUATIONS (required)

Team name/cheer

Expectations for Tuesday

Have your team look at the matrix schedule and understand it.

Reminders: sunscreen, hats, good shoes, good sportsmanship, open mind, encourage all to try new things

**Debriefing:** Refer to your notes to refresh your memory on what might be most beneficial to debrief. Remember to ask questions that start a dialogue between the YRYLarians. The following questions are only suggestions. Do not feel like you have to ask every suggested question. Remember it is the interactive dialogue that is important.

Notice that they did a lot today. Ask what activity would they most like to talk about?

### Team Building Activities

What happened when you had to be silent?

How did you work together as a team?

Was someone able to lead the group in any of the activities or was it a team effort?

When new rules were made were you able to think of new creative ways to accomplish the task?

### True Colors

What colors are you? Do you think they are reflective of your personality?

Do you think anyone can just be one pure color?

When you're building a team to get something done, do you want the team to all be the same color?

What did you learn about interacting successfully or unsuccessfully with other people?

### Towers

What worked? What did not work?

Were you able to use a different strategy the second time?

What did you learn about planning?

What did you learn about yourself or about each other?

What Wise Way did you think of or use with your teammates?

### **My Life List/Me Quit? Never!**

What are some things on your list? (if they want to share)

How can you go about accomplishing these goals?

How hard was it to come up with things that you wanted to accomplish?

### **Swept Away**

What was the most important thing you took away?

What did you learn about the similarities that people have when situations get them off track? Differences?

### **Skit Prep**

What happened?

Did personalities (colors) play a role in who took charge or who developed ideas

Did followers actively participate?

### **Other thoughts of the day**

Counselors Words of Focus

Other things learned or experiences of the day YRYLArrians want to share...

## ~ A Splash of Inspiration ~

"Go confidently in the direction of your dreams. Live the life you imagined."

-**Thoreau**

"Three grand essentials to happiness in this life are something to do, something to live, and something to hope for." - **Joseph Addison**

"The only people who never fail are those who never try." -**Iika Chase**

"To the world you may be just one person, but to one person, you may be the world."

- **Josephine Billings**

"Only those who risk going too far will ever know how far they can truly go."

-**Unknown**

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### Lesson #1:

## The Cleaning Lady

During my second month of college, our professor gave us a pop quiz. I was a conscientious student who had breezed through the questions, until I read the last one, "What is the first name of the woman who cleans the school?"

Surely this was some kind of joke. I had seen the cleaning woman several times. She was tall, dark-haired and in her 50's, but how would I know her name? I handed in my paper, leaving the last question blank. Just before class ended, one student asked if the last question would count toward our quiz grade. "Absolutely," said the professor. "In your careers, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say hello."

I've never forgotten that lesson. I also learned her name was Dorothy.

~Unknown



# 2013 YRYLA

## TUESDAY

| Tuesday |                          |                  |
|---------|--------------------------|------------------|
| Time    | Activity/Session         | Location         |
| 6:45    | Wake Up                  | Dorms            |
| 7:00    | Morning Activities       | Meet at Rocks    |
| 7:30    | Breakfast                | Dining Hall      |
| 8:00    | WoF                      | Allison Pavilion |
| 8:15    | Matrix Part 1            | [see Matrix]     |
| 12:15   | Lunch                    | Dining Hall      |
| 1:15    | WoF                      | Allison Pavilion |
| 1:30    | Matrix Part 2            | [see Matrix]     |
| 5:30    | Dinner                   | Dining Hall      |
| 6:15    | WoF                      | Allison Pavilion |
| 6:30    | Movie                    | Allison Pavilion |
| 8:30    | Reflection/Twilight Time | Team Spots       |
| 10:15   | Quiet Time               | Dorms            |
| 10:30   | Lights Out               | Dorms            |



**Matrix Schedule, Map,  
Info Sheets located  
between Tuesday and  
Wednesday sections of  
this manual!!!!**

# Operation Respect

**Location:** Allison Pavilion

**Day:** Tuesday

**Time:** 6:30 - 8:30 pm (120 minutes)

**Persons Responsible:** Head JCs, Chair

**Equipment needed:** Sound System, Guitars

**Objectives:** 2, 3, 6 Participate in an interactive musical experience

**Desired Outcomes:** Lesson in leadership, relate to 10 Wise Ways.

**Set up and instructions:** Have certain teams introduce the guest. Make sure all the necessary sound equipment is set up.

**Counselor facilitation notes:**

Participate fully! This will be a new, and interesting activity for you as well!

**Safety considerations:** Purpling activities.

**Suggested debrief ideas that lead to desired outcomes:**

To be determined during training.

## REFLECTION TIME



## Twilight Time- Tuesday

### EVALUATIONS (required) Expectations for Wednesday

**Debriefing:** Refer to your notes to refresh your memory on what might be most beneficial for your team to debrief. Remember to ask questions that start a dialogue between the YRYLarians. The following questions are only suggestions. Do not feel like you have to ask every suggested question. Remember it is the interactive dialogue that is important.

Of course, you will be debriefing only the 8 matrix activities accomplished by your team!

Ask what activity would they most like to talk about?

### Operation Respect

Have you ever felt disrespected? Do you believe it hindered your ability to be successful?

Have you ever had to overcome a significant problem? Who did you turn to for support?

How do we learn to trust one another?

How do teachers and students deal with bullying, and violence in your school? Do you agree with them? How would you deal with it?

What can you take from the speaker to apply to your team?

### Matrix Debrief

Based on the matrix activities your team did, ask the appropriate questions.

## ~ A Splash of Inspiration ~

"No act of kindness, no matter how small, is ever wasted." -**Aesop**

"Far better is it to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor souls who neither enjoy much more suffer much, because they live in the gray twilight that knows neither victory nor defeat." -**Theodore Roosevelt**

"A ship in a safe harbor is safe, but that is not what a ship is built for."  
-**William Shed**

"In order to succeed, you must know what you are doing, like what you are doing and believe what you are doing." -**Will Rogers**

"There are many things in life that will catch your eye, but only a few will catch your heart; pursue these." -**Michael Nolan**

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### Lesson #2:

## Ice Cream Sundae

In the days when an ice cream sundae cost much less, a 10-year-old boy entered a hotel coffee shop and sat at a table. A waitress put a glass of water in front of him. "How much is an ice cream sundae?" he asked. "Fifty cents," replied the waitress. The little boy pulled his hand out of his pocket and studied the coins in it. "Well, how much is a plain dish of ice cream?" he inquired. By now more people were waiting for a table and the waitress was growing impatient. "Thirty-five cents," she brusquely replied. The little boy again counted his coins. "I'll have the plain ice cream," he said. The waitress brought the ice cream, put the bill on the table and walked away. The boy finished the ice cream, paid the cashier and left. When the waitress came back, she began to cry as she wiped down the table. There, placed neatly beside the empty dish, were two nickels and five pennies. You see, the little boy couldn't get the sundae because he had to have enough money left to leave her a tip.

~Unknown

# DECODING THE MATRIX

| Team Time | A                       | B                       | C                       | D                       | E                       | F                       | G                       | H                       | I                       | J                       | K                       | L                       |
|-----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 8:15      | 4 Way Test              | 4 Way Test              | Choices                 | Spiderweb               | Zipline                 | Service Project         | Finding My Voice        | Challenge Course        | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   |
| 9:15      | Core Values             | Core Values             | Spiderweb               | Choices                 | Challenge Course        | Zipline                 | Service Project         | Finding My Voice        | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      |
| 10:15     | Choices                 | Spiderweb               | 4 Way Test              | 4 Way Test              | Finding My Voice        | Challenge Course        | Zipline                 | Service Project         | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai |
| 11:15     | Spiderweb               | Choices                 | Core Values             | Core Values             | Service Project         | Finding My Voice        | Challenge Course        | Zipline                 | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    |
| 1:15      | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   | 4 Way Test              | 4 Way Test              | Choices                 | Spiderweb               | Zipline                 | Service Project         | Finding My Voice        | Challenge Course        |
| 2:15      | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      | Core Values             | Core Values             | Spiderweb               | Choices                 | Challenge Course        | Zipline                 | Service Project         | Finding My Voice        |
| 3:15      | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai | Choices                 | Spiderweb               | 4 Way Test              | 4 Way Test              | Finding My Voice        | Challenge Course        | Zipline                 | Service Project         |
| 4:15      | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    | Spiderweb               | Choices                 | Core Values             | Core Values             | Service Project         | Finding My Voice        | Challenge Course        | Zipline                 |
| 8:15      | Zipline                 | Service Project         | Finding My Voice        | Challenge Course        | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   | 4 Way Test              | 4 Way Test              | Choices                 | Spiderweb               |
| 9:15      | Challenge Course        | Zipline                 | Service Project         | Finding My Voice        | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai | Revolving Bookcase      | Core Values             | Core Values             | Spiderweb               | Choices                 |
| 10:15     | Finding My Voice        | Challenge Course        | Zipline                 | Service Project         | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    | All Aboard & Maui Kauai | Choices                 | Spiderweb               | 4 Way Test              | 4 Way Test              |
| 11:15     | Service Project         | Finding My Voice        | Challenge Course        | Zipline                 | All Aboard & Maui Kauai | Revolving Bookcase      | Ebola                   | Car Car & Trust Walk    | Spiderweb               | Choices                 | Core Values             | Core Values             |



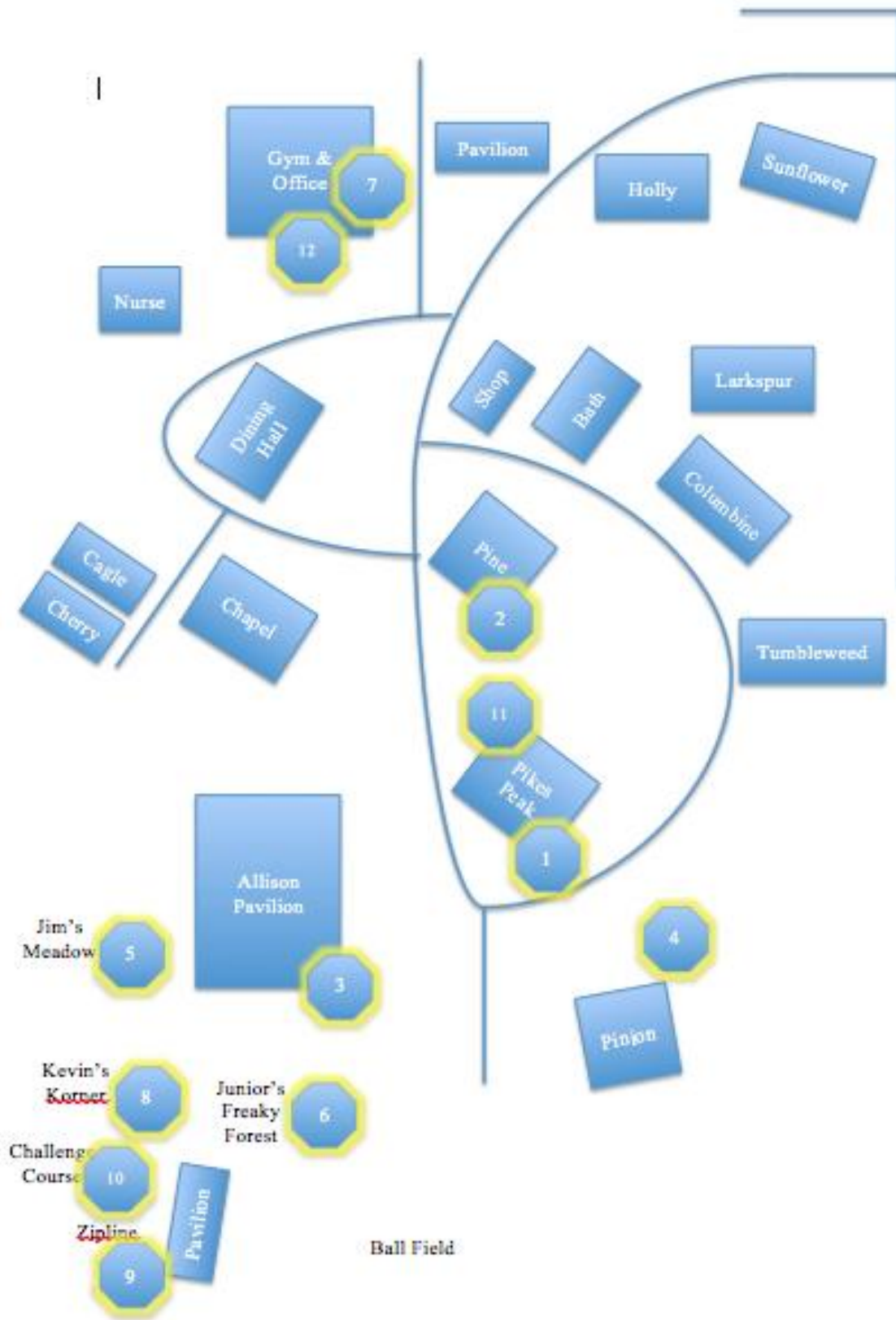
[www.dilbert.com](http://www.dilbert.com)

| Team A |                            | Team B |                            | Team C |                            | Team D |                            |
|--------|----------------------------|--------|----------------------------|--------|----------------------------|--------|----------------------------|
| 8:15   | Four Way Test: Pikes 1     | 8:15   | Four Way Test: Pikes 1     | 8:15   | Choices: Allison           | 8:15   | Spiderweb: Forest          |
| 9:15   | Core Values: Pine          | 9:15   | Core Values: Pine          | 9:15   | Spiderweb: Forest          | 9:15   | Choices: Allison           |
| 10:15  | Choices: Allison           | 10:15  | Spiderweb: Forest          | 10:15  | Four Way Test: Pikes 1     | 10:15  | Four Way Test: Pikes 1     |
| 11:15  | Spiderweb: Forest          | 11:15  | Choices: Allison           | 11:15  | Core Values: Pine          | 11:15  | Core Values: Pine          |
| 1:15   | Trust Walk: Jim's Meadow   | 1:15   | All Aboard: Kevin's Korner | 1:15   | Rev. Bookcase: Buckskin    | 1:15   | Ebola: Junior's Forest     |
| 2:15   | Ebola: Junior's Forest     | 2:15   | Trust Walk: Jim's Meadow   | 2:15   | All Aboard: Kevin's Korner | 2:15   | Rev. Bookcase: Buckskin    |
| 3:15   | Rev. Bookcase: Buckskin    | 3:15   | Ebola: Junior's Forest     | 3:15   | Trust Walk: Jim's Meadow   | 3:15   | All Aboard: Kevin's Korner |
| 4:15   | All Aboard: Kevin's Korner | 4:15   | Rev. Bookcase: Buckskin    | 4:15   | Ebola: Junior's Forest     | 4:15   | Trust Walk: Jim's Meadow   |
| 8:15   | Zipline                    | 8:15   | Service Project: Elkhorn   | 8:15   | Finding My Voice: Pikes 3  | 8:15   | Challenge Course           |
| 9:15   | Challenge Course           | 9:15   | Zipline                    | 9:15   | Service Project: Elkhorn   | 9:15   | Finding My Voice: Pikes 3  |
| 10:15  | Finding My Voice: Pikes 3  | 10:15  | Challenge Course           | 10:15  | Zipline                    | 10:15  | Service Project: Elkhorn   |
| 11:15  | Service Project: Elkhorn   | 11:15  | Finding My Voice: Pikes 3  | 11:15  | Challenge Course           | 11:15  | Zipline                    |
| Team E |                            | Team F |                            | Team G |                            | Team H |                            |
| 8:15   | Zipline                    | 8:15   | Service Project: Elkhorn   | 8:15   | Finding My Voice: Pikes 3  | 8:15   | Challenge Course           |
| 9:15   | Challenge Course           | 9:15   | Zipline                    | 9:15   | Service Project: Elkhorn   | 9:15   | Finding My Voice: Pikes 3  |
| 10:15  | Finding My Voice: Pikes 3  | 10:15  | Challenge Course           | 10:15  | Zipline                    | 10:15  | Service Project: Elkhorn   |
| 11:15  | Service Project: Elkhorn   | 11:15  | Finding My Voice: Pikes 3  | 11:15  | Challenge Course           | 11:15  | Zipline                    |
| 1:15   | Four Way Test: Pikes 1     | 1:15   | Four Way Test: Pikes 1     | 1:15   | Choices: Allison           | 1:15   | Spiderweb: Forest          |
| 2:15   | Core Values: Pine          | 2:15   | Core Values: Pine          | 2:15   | Spiderweb: Forest          | 2:15   | Choices: Allison           |
| 3:15   | Choices: Allison           | 3:15   | Spiderweb: Forest          | 3:15   | Four Way Test: Pikes 1     | 3:15   | Four Way Test: Pikes 1     |
| 4:15   | Spiderweb: Forest          | 4:15   | Choices: Allison           | 4:15   | Core Values: Pine          | 4:15   | Core Values: Pine          |
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| 9:15   | Ebola: Junior's Forest     | 9:15   | Trust Walk: Jim's Meadow   | 9:15   | All Aboard: Kevin's Korner | 9:15   | Rev. Bookcase: Buckskin    |
| 10:15  | Rev. Bookcase: Buckskin    | 10:15  | Ebola: Junior's Forest     | 10:15  | Trust Walk: Jim's Meadow   | 10:15  | All Aboard: Kevin's Korner |
| 11:15  | All Aboard: Kevin's Korner | 11:15  | Rev. Bookcase: Buckskin    | 11:15  | Ebola: Junior's Forest     | 11:15  | Trust Walk: Jim's Meadow   |
| Team I |                            | Team J |                            | Team K |                            | Team L |                            |
| 8:15   | Trust Walk: Jim's Meadow   | 8:15   | All Aboard: Kevin's Korner | 8:15   | Rev. Bookcase: Buckskin    | 8:15   | Ebola: Junior's Forest     |
| 9:15   | Ebola: Junior's Forest     | 9:15   | Trust Walk: Jim's Meadow   | 9:15   | All Aboard: Kevin's Korner | 9:15   | Rev. Bookcase: Buckskin    |
| 10:15  | Rev. Bookcase: Buckskin    | 10:15  | Ebola: Junior's Forest     | 10:15  | Trust Walk: Jim's Meadow   | 10:15  | All Aboard: Kevin's Korner |
| 11:15  | All Aboard: Kevin's Korner | 11:15  | Rev. Bookcase: Buckskin    | 11:15  | Ebola: Junior's Forest     | 11:15  | Trust Walk: Jim's Meadow   |
| 1:15   | Zipline                    | 1:15   | Service Project: Elkhorn   | 1:15   | Finding My Voice: Pikes 3  | 1:15   | Challenge Course           |
| 2:15   | Challenge Course           | 2:15   | Zipline                    | 2:15   | Service Project: Elkhorn   | 2:15   | Finding My Voice: Pikes 3  |
| 3:15   | Finding My Voice: Pikes 3  | 3:15   | Challenge Course           | 3:15   | Zipline                    | 3:15   | Service Project: Elkhorn   |
| 4:15   | Service Project: Elkhorn   | 4:15   | Finding My Voice: Pikes 3  | 4:15   | Challenge Course           | 4:15   | Zipline                    |
| 8:15   | Four Way Test: Pikes 1     | 8:15   | Four Way Test: Pikes 1     | 8:15   | Choices: Allison           | 8:15   | Spiderweb: Forest          |
| 9:15   | Core Values: Pine          | 9:15   | Core Values: Pine          | 9:15   | Spiderweb: Forest          | 9:15   | Choices: Allison           |
| 10:15  | Choices: Allison           | 10:15  | Spiderweb: Forest          | 10:15  | Four Way Test: Pikes 1     | 10:15  | Four Way Test: Pikes 1     |
| 11:15  | Spiderweb: Forest          | 11:15  | Choices: Allison           | 11:15  | Core Values: Pine          | 11:15  | Core Values: Pine          |

**Key to Matrix and Locations (See map on next page)**

|                         |                                  |      |
|-------------------------|----------------------------------|------|
| Four Way Test           | Pikes Peak 1 <sup>st</sup> Floor | (1)  |
| Core Values             | Pine                             | (2)  |
| Choices                 | Allison                          | (3)  |
| Spiderweb               | Forest                           | (4)  |
| Car Car & Trust Walk    | Jim's Meadow                     | (5)  |
| Ebola                   | Junior's Freaky Forest           | (6)  |
| Revolving Bookcase      | Buckskin                         | (7)  |
| All Aboard & Maui Kauai | Kevin's Korner                   | (8)  |
| Zipline                 | Zipline                          | (9)  |
| Challenge Course        | Challenge Course                 | (10) |
| Finding My Voice        | Pikes Peak 3 <sup>rd</sup> Floor | (11) |
| Service Project         | Elkhorn                          | (12) |





# The Four Way Test

**Location:** Pikes Peak 1<sup>st</sup> Floor

**Day:** Tuesday or Wednesday [Matrix]

**Time:** See Matrix for schedule of your team's time. Stop at least 3 minutes before the end of the hour to allow time for team to get to its next activity.

**Persons Responsible:** SC and JC

## THE 4 WAY TEST

*Of the things we think, say or do*

*Is it the Truth?*

*Is it Fair to all concerned?*

*Will it build Good Will and Better Friendships?*

*Will it be Beneficial to all concerned?*

**Equipment Needed:** none

**Objectives:** 2, 3, 6, To learn to make decisions based upon the 4 Way Test and the individuals core values. The 4 Way test as it relates to Brain Wise can be used- see handout. It is very important to connect this exercise to Core Values and Choices.

**Desired Outcomes:** Realize that every decision (choice) should be value based and that a decision affects others as well as themselves.

**Set Up and Instructions:** YRYLarians will sit in a circle around the JC and SC. It is at your discretion (how rowdy your team is, etc.) if you want to split your team in half (5 conferees per counselor) or all in one circle.

**Safety Notes:** Can bring up emotions

**Counselor Facilitation Notes:** Read the 4Way Test and the introduction below. Present each scenario and allow the YRYLarians to decide what to do in each family, community and school based issue. Remind them that not all 4 test questions need to have a yes answer and that sometimes there is not just one answer. Read the facilitation notes included in the notebook.

From the earliest days of the organization, Rotarians have been concerned with promoting high ethical standards in their professional lives. This has never been more important.

Ethics is not merely a trendy buzzword. In today's scandal-plagued world, ethics have become an everyday concern for each one of us. A strong ethical framework provides strength to our families, our friendships, our business relationships, and the daily encounters we have with people in our community. Character, respect, and trust have never been more important, and they are highly predictive of individual success in every aspect of life.

Written by Herbert Taylor in 1932, the Rotary Four-Way Test has stood the test of time. It was adopted by Rotary International in 1943, has been translated into more than 100 languages, and Herbert Taylor became President of Rotary International in 1954-55.

The Four-Way Test is a simple but remarkable tool. Its purpose is to help us make better choices and decisions in our interactions with others. It does not automatically give us the answer to an ethical dilemma, but it causes us to think more deeply about what is right! Using The Four-Way Test as a guide will positively impact the quality of your life and the quality of your personal performance!



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## Thoughts on Ethics and the 4-Way Test

Before beginning the dialogue on your first Ethical Dilemma, read The Four-Way Test to the group. Then briefly give the participants some understanding of the purposes and uses of The Four-Way Test.

I offer these thoughts for use as you see fit. You may have your own way of introducing Four-Way Test activities, so please do whatever works for you!!

Definition of Ethics: "The rules and standards that govern our behavior and our actions."

### 5 Keys to Understanding & Using The Four-Way Test

#### Character and Dependability

Herbert Taylor wrote The Four-Way Test in 1932 while trying to save the nearly bankrupt Club Aluminum Company that manufactured cookware.

He chose not to focus on his products' features & benefits, or the manufacturing quality, or the price. He chose instead to emphasize the character and dependability of his employees.

The Four-Way Test was designed to help his employees make "Better Ethical Choices" as they interacted with their customers and with each other.

It does not give you the answers to ethical dilemmas. But it does make you think more deeply to help you make a better choice.

All 4 Principles may not apply to a specific dilemma. Of the Principles that do apply, one or more may hold more weight than others.

Simplicity is its strength but The Four-Way Test is not foolproof.

For example, should you always tell the truth? The following quote offers an interesting perspective. "Today I bent the truth to be kind, and I have no regret, for I am far surer of what is kind than I am of what is true."...Robert Brault.

How about Fairness? I'll often ask kids, "Do you ever have a disagreement with a parent because what you think is fair is not what your parent thinks is fair? Heads always nod yes! In doing the right thing when in conflict with a friend, it is possible to lose friendships.

Finally, tough decisions must often be made for "the greater good," and as such not everyone benefits.

# YOUNG RYLA 2013

## FACILITATION GUIDELINES FOR ETHICAL DILEMMA PROCESSES

- #1** Split your team into two groups, with a JC and SC with each group.
- #2** Read The Four-Way Test and talk about how it can be used in the Ethical Dilemma Process to follow.
- #3** Outline the Group Ground Rules that apply to the dialogue.  
Respect everyone's opinion.  
Everyone gets a chance to talk...don't monopolize the dialogue.  
Listen when someone is talking...avoid side bar conversations.  
Don't interrupt.
- #4** Group Leader reads the Ethical Dilemma to the group and then gives each participant a copy of all the dilemmas.
- #5** Allow time for participants to study the dilemma, identify the issues and stakeholders involved, & make appropriate notes.
- #6** Do not begin with applying The Four-Way Test to the dilemma. Instead, facilitate a general dialogue about who the stakeholders are, what the issues are, and decide which ones should be considered in arriving at a solution to the dilemma.
- #7** Facilitate a dialogue about possible solutions.  
Ask Probing Open-ended Questions to stimulate thinking and commentary such as.....  
Has anyone been in this situation? If so, what are your comments?  
What is one way to deal with this dilemma?  
What are the consequences of choosing that option?  
Tell me more about that.  
Can you think of any other possibilities?  
Don't get caught up in thinking you have asked the wrong probing question. If you don't get a response, ask another one.  
After some discussion, it may now be appropriate to bring in The Four-Way Test.  
Encourage participation by everyone but do so in a way that doesn't put participants on the spot.
- #8** Apply The Four-Way Test to assess the effectiveness of your solution(s) and come to consensus as to your preferred solution if you can. But don't get hung up on having to reach a solution. The process is more important than the actual solution.
- #9** Repeat the process for as many additional dilemmas as time permits.
- #10** Have a Wrap Up discussion. Consider asking questions like:  
As you reflect on this exercise, what are your thoughts at this time?  
What have you learned as a result of these discussions?  
How could you apply The Four-Way Test in your daily life?

## 4 WAY TEST SCENARIOS

### **School Scenario**

Julia was in 6th grade and had been at her school since kindergarten. Her two best friends were Wendy and Erin. Erin was the most popular girl in the class and all the girls saw her as the leader. One morning Julia arrived at school and Erin was acting weird. When Julia said hi to her, she didn't respond. She just looked away and smiled at a group of girls in the corner of the classroom.

It didn't take long for Julia to figure out that Erin had turned most of the girls against her. But, she didn't know why! She went to Wendy and asked her why Erin was mad at her. Wendy acted nervous and said that all she knew was that Erin told her that if she hung out with Julia, none of the rest of the girls would talk to her anymore.

The rest of that day lasted forever. Whenever the teacher was looking everyone was nice to Julia. But, when her back was to the class, Erin or another girl would throw pieces of paper toward Julia or whisper to each other and look in her direction. Julia thought Wendy would help her but Wendy just pretended nothing was happening.

That night Julia talked to her parents and they told her to wait and see if tomorrow was better. If not, they said, perhaps they could help Julia talk to Erin and work through the problem. Julia felt like that would make her look stupid if everyone found out that her mom and dad had to get involved. She knew that sometimes the class would pick on someone, but she never thought her friends would turn against her and do the same thing to her. She felt like she didn't have any friends and nobody liked her.

The next day was even worse. No one wanted to hang out with her at recess and she had to sit by herself at lunch. At the end of lunch she went into the girls' bathroom. While she was there, a girl from her class came in and said that Erin had sent her in and that Julia had to take off her shoes and send them back to Erin or no one would talk to her tomorrow. Julia just wanted to go home. She didn't want to cry but she was confused and hurt and scared. She gave the girl her shoes.

Now she was late for class and was in the bathroom with no shoes. She headed to class and walked in quietly with her head down. Before she could get to her chair, the teacher asked her why she was late and where her shoes were.

Here was her dilemma. What should she do now? Everyone was watching her. If she told the teacher about Erin and the girls ganging up on her she would look like a snitch, and who knows what the kids would do to her after that. But, if she didn't say anything or lied to the teacher, she would get into trouble.

What should Julia do?

### **Family Scenario**

Chris was just about to finish his sophomore year and felt like his whole world was crashing in around him. His mom was a recovering alcoholic and had been sober for three years . . . until now.

When Chris was in middle school his mom went through rehab. When she finally came home, Chris's dad said he would leave her if she ever drank again. Everything seemed okay until his dad took a new job this year and had to travel a lot.

During that last few months, every time Chris's dad left town his mom would drink. It was on the sly but Chris knew the signs. He saw the thermoses in the bathroom, the "water" bottles in her bedroom. It was like middle school all over again. It was like living in a nightmare.

The hardest part was trying to figure out what he was supposed to do. If he called her out on her drinking, his dad would probably leave all of them. If he didn't do anything, something bad could happen to his mom. He was mad and hurt and lonely. He had friends he could talk to but what could they do? He felt like there wasn't a single good choice to make.

**What should Chris do?**

### **Community Scenario**

Ben said good-bye to his friends and started heading for home. He was in a great mood. He had two weeks off from school for winter break, he had just passed the test for his driver's license, and with no homework he could hang out with his friends whenever he wanted to. Things couldn't be better. He turned his iPod up and smiled. As he passed the last row of stores before the hill leading to his house something caught his eye at the bank. Something was sticking out of the ATM machine. As he got closer, he saw it was cash.

Ben looked around. There was nobody. No cars, nobody walking nearby. Someone must have just used the machine and then forgotten to take the money. Whoever it was, was gone now. He walked over to the machine and took the money out. Sixty dollars. There was also a receipt sticking out.

Ben looked around again. Still no one. He could turn the money in at the bank tomorrow—it was after hours now. But, really, it was sixty bucks! Probably not much to the customer, but it would make a difference as to how many Christmas gifts he could get for his family.. or new music for his iPod.

Does it really count if you only do something like this once? Ben thought this over. It's not like he's a thief or anything. Someone messed up by leaving the cash there in the first place. He felt pretty good about taking it. It's a one-time deal. And no

one ever needs to know. He put the money in his pocket, crumpled up the receipt, and walked away.

As the next song started playing, Ben remembered something his grandfather always said, "Every time you lie, you get closer to being a liar." But this wasn't the same thing. Was it? He turned up the volume and headed up the hill to home.

**What should Ben do?**

### **Community Scenario**

A friend stole a good used bike from a store in your community and told his parents that a buddy gave it to him because he didn't need it anymore. He uses the bike to ride to school as well as to deliver papers on his new paper route. His family is struggling financially and he gives a significant part of his earnings to his family. You just learned that he actually stole the bike which is worth about \$250. You know the theft is wrong, and you've talked to your friend. He refuses to turn himself in. You also know the bike store owner who is a supporter of youth activities in your community even though his business is way down because of the poor economy.

**What would you do?**



## Core Values

(Leadership awareness: Discuss Values)

**Location:** Pine

**Day:** Tuesday or Wednesday

**Time:** See Matrix schedule for your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

**Persons Responsible:** Counselors

**Equipment needed:** Compass worksheet handouts (in manual), Posterboard and decorating supplies

**Objectives:** 1, 2, 3, 6, 7, To identify personal values that are used to form individual leadership styles. It is important to help the conferees define morals, and moral behavior. Also, to identify which morals each conferee most supremely values. It is also important to explain why conferees need to understand their moral values, and explain why understanding personal values can help your leadership abilities. Conferees will make 'moral compasses' that should guide their decisions, similar to the 4way test.

**Desired Outcomes:** YRYLArians will gain a deeper understanding of how values are important to strong leadership.

**Set up and instructions:** First have YRYLArians create their own moral compass on the sheet in their manuals. Let them come up with their own words, but if they are struggling, recommend some of the words on the values sheet. The JC and SC should also make one. Next, have them share them with each other, and then come up with the team's Moral Compass. They will then decorate this on posterboard and present it to the entire conference when they present their skits.

**Counselor facilitation notes:** Tie in the 4 way test, explaining it to be the core values of Rotary. Give examples of your top personal morals, and why you hold particular values above others. Explain how these values have helped you succeed, work through difficult issues, and lead effectively. Ask the kids to think of role models in their lives and what some of their values are. Why are these important?

This is a good time to help your team develop values that they will come back to throughout the week. For example, if you notice that your team is having a hard time including someone because of their differences, "Acceptance" could be a good Core Value for their Moral Compass.

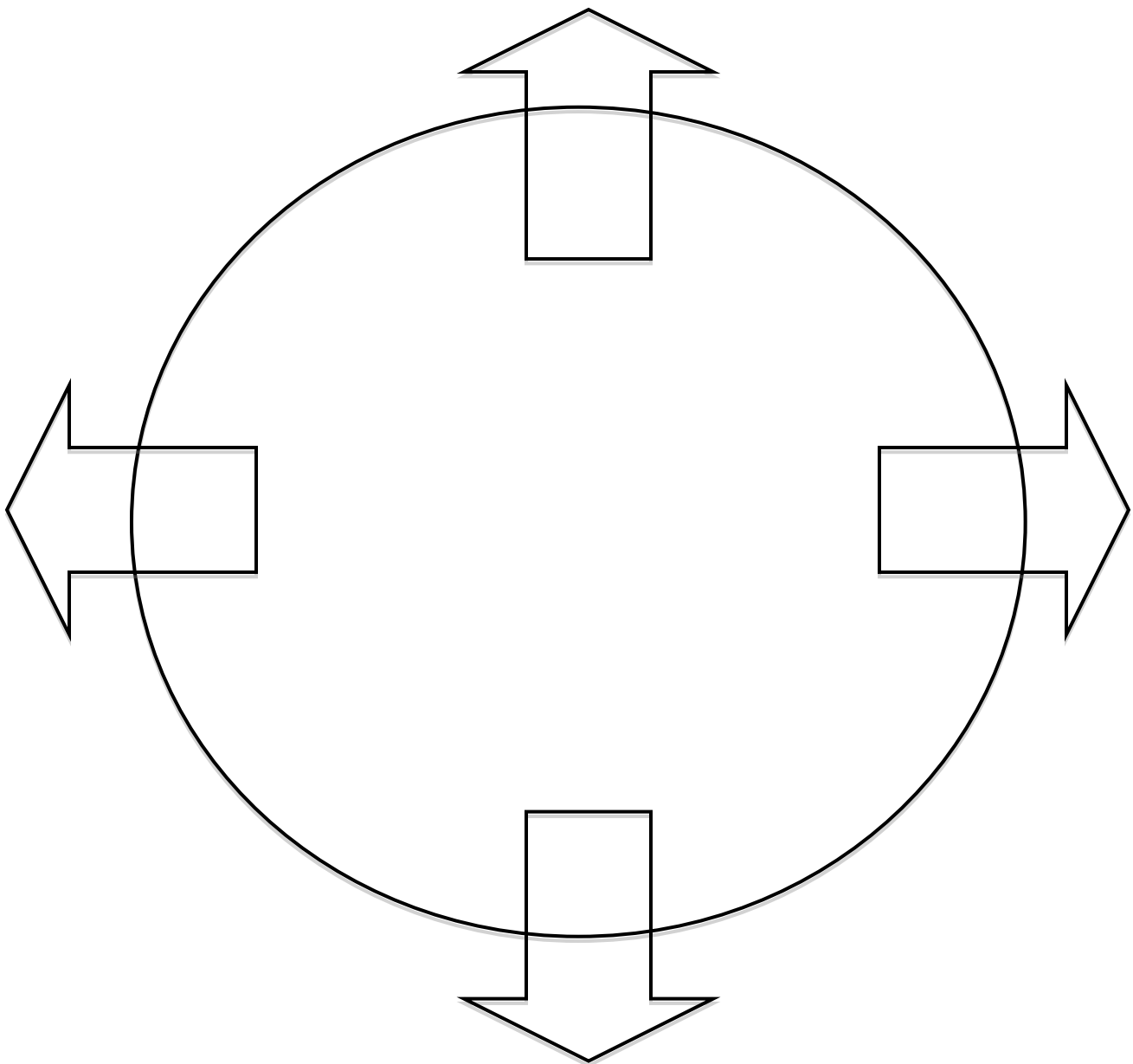
If a team wants to include more than 4 values, that is fine. They could do 8 (NW, SW, SE, NE).

**Suggested debrief ideas that lead to desired outcomes:**

Debrief by Counselors and Rotarians; How are values important to leadership? Where did you learn these values, have your values changed over time? What situations would you change your values in? Who would you change/compromise your values for? How important is it to you to uphold your values? What are some possible consequences of not upholding your values? What are steps we can take to ensure our values aren't compromised?

## Core Values

# My Moral Compass



What are values?

What makes someone's character?

Think of the values of your role models, teachers, friends, parents, siblings, leaders, etc. Use the following list to help get you started and then create a list of values that are important to you as a team. Then choose those four that are most important to you and write them into your compass. This will be your version of the Rotarians Four Way Test. How can you implement these values into everyday life?

Love  
Caring  
Thoughtfulness  
Kindness  
Compassion  
Tolerance  
Courtesy  
Cooperation  
Self- Discipline  
Determination  
Will Power  
Restraint  
Obedience  
Perseverance  
Effort  
Confidence  
Endurance  
Service  
Purpose  
Responsibility  
Helpfulness  
Harmony  
Optimism

Cooperation  
Enthusiasm  
Forgiveness  
Compassion  
Mercy  
Understanding  
Gratitude  
Generosity  
Sharing  
Thankfulness  
Concentration  
Devotion  
Calmness  
Focus  
Purity  
Perfection  
Simplicity  
Innocence  
Restraint  
Accountability  
Good Intentions  
Integrity  
Truthfulness

Honesty  
Courage  
Sincerity  
Balance  
Moderation  
Inner Peace  
Faith  
Trust  
Hope  
Patience  
Humility  
Modesty  
Sincerity  
Gentleness  
Acceptance  
Freedom  
Contentment  
Discernment  
Self-Awareness  
Courage  
Awareness  
Receptivity

## **SUCCESSFUL LEADERSHIP CHARACTER QUALITIES**

By Lloyd J. Thomas, Ph.D.

Very few of us aspire to be followers in everything we do. It might be useful therefore, to identify some personal character qualities of competent, ethical and successful leaders.

**Self-discipline.** Any person who leads others needs to do so by example. If you expect those who follow you to be self-disciplined, you must be so yourself. Self-discipline is a willingness to do what needs to be done, even when you don't want to do it. Practice self-control to accomplish your objectives...step by step.

**Fairness.** Without a highly developed sense of justice, no leader will ever be respected by those she or he wishes to lead. If you treat everyone, including yourself, with fairness and respect, you will be emulated and receive the same in return from those who follow you.

**Courage.** You must have the courage to confront personal fears and take reasonable risks. When we confront common fears like rejection, others opinions, public speaking etc., they usually diminish. Most of our fears are around non-dangerous, anticipated events. Courage to take reasonable risks is like stealing second base in a baseball game. You can't expect to succeed at it unless you risk taking your foot off first base. No intelligent follower will follow a wimp. Leaders who lack self-confidence rarely risk anything.

**High moral values.** A study by Harvard Business School a few years ago indicated that the primary characteristic needed most by top-level executives was integrity. The next one was a desire to serve the common good. Whatever happened to those character qualities? Dishonesty, undependability, lack of caring for those less fortunate, greed and an unwillingness to sacrifice self in the service of others may characterize some people, but certainly not long-term successful leaders.

**Awareness and understanding of other points of view.** A competent leader must listen much more than talk. Only through observing and listening with the intention to understand does any one become aware of another's perceptual world.

**Willing to assume full responsibility.** The genuine leader assumes responsibility for the mistakes and shortcomings of his/her followers. Blaming or trying to shift

responsibility always undercuts one's personal power and ability to take action to correct mistakes.

**Attentiveness to people, the organization and to details.** Leaders must have a mastery of detail. Efficient action requires detailed organization, strategic plans, and persistence.

**Doing more than required.** Finally, doing more than the minimum required. Leaders pursue their goal-attainment with focus and a willingness to do "whatever it takes" within their moral and ethical standards, to reach their envisioned goals. Minimum effort attains only minimum results.

If you ever find a company in which the leadership has most of the above personal characteristics, you have found a leading company. If you develop those personal character qualities yourself, you will be, by definition, a leader of character.

Lloyd J. Thomas, Ph.D. has 30+ years experience as a Life Coach and Licensed Psychologist. He is available for coaching in any area presented in "Practical Psychology." Contact him: (970) 568-0173 or E-mail: [DrLloyd@CreatingLeaders.com](mailto:DrLloyd@CreatingLeaders.com) or [LJTDAT@aol.com](mailto:LJTDAT@aol.com).

Dr. Thomas also serves on the faculty of the Institute For Life Coach Training and the International University of Professional Studies. He recently co-authored (with Patrick Williams) the book: Total Life Coaching: 50+ Life Lessons, Skills and Techniques for Enhancing Your Practice and Your Life! (W.W. Norton 2005) available at your local bookstore or on Amazon.com.

## Character Traits of Leaders

List from participants at Previous YRYLA Conferences

|                      |                       |                            |
|----------------------|-----------------------|----------------------------|
| Work hard            | Are learners          | Are good role models       |
| Follow through       | Are trustworthy       | Are fair                   |
| Have courage         | Are inclusive         | Set high expectations      |
| Challenge the team   | Have vision           | Believe in the vision      |
| Strong               | Caring                | Get the team to see vision |
| Persistent           | Open minded           | Honest                     |
| Respectful           | Knowledgeable         | Good listeners             |
| Non-judgmental       | Take calculated risks | Works well with team       |
| Have charisma        | Loyal                 | Well rounded               |
| Inspiring            | Values self           | Values others              |
| Empowers others      | Energized             | Motivated                  |
| Motivates others     | Creates excitement    | Believes in self           |
| Believes in the team | Use "us" and "we"     | Gives credit to team       |
| Responsible          | Quick on their feet   | Organized                  |
| Poised               | Creative              | Humble                     |
| Problem solvers      | Are teachers          | Believes in service        |
| Have empathy         | Live passionately     | Can take feedback          |
| Are sincere          | Are committed         | Supporting                 |
| Proactive            | Patient               | Have a sense of humor      |
| Visionary            | Energizer Bunny       | Personal Integrity         |

# Choices

**Location:** Allison Pavilion

**Day:** Tuesday or Wednesday

**Time:** See the Matrix schedule for your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

**Persons Responsible:** Head JCs, Counselor, Rotarian

**Equipment needed:** Video hook-up, Foundation for Better Life videos on a single DVD...in the following order: 1. Respect; 2. The Cafeteria; 3. The Locker; 4. The Race, Nametags for Shipwrecked

**Objective:** 1, 2, 3, 6, To have the YRYLarians think about choices, the power of association, stereotypes, ethics, and what it means to be a good person - both in the videos and in their lives.

**Desired Outcomes:** The YRYLarians will be aware that the choices they make have consequences now, later, and to others. Counselors will be able to observe that YRYLarians now identify choices before they act. Rotarians will note specific dilemmas.

**Set up and instructions:** Seat the Team close together in two rows at the front of Allison Pavilion. Rotarians will take notes on the problems described for use in the Four Way Test exercises on Thursday...see examples from Bell Middle School below.

## **Counselor Facilitation Notes.**

Open the session with a discussion about the power of the impressions your choices make upon others...sometimes called the power of associations.

What types of impressions or associations are generally attributed to people who listen to:

Rap music?

Country?

Hard rock?

Punk?

Other music i.e. jazz, soft rock, religious, golden oldies, opera?

What type of impression or associations are generally attributed about people's

clothing

friends

mannerisms

speech

how they present themselves

What types of associations have people ever made about you?

What types of associations have you ever made about other people?

Continue with a discussion about choice and respect.

Play videos and discuss them individually one at a time. Lead the discussion so that the YRYLarians talk about their own conclusions about the messages in the videos. Also remember to include personal anecdotes to help discussion because people are more likely to remember stories rather than concepts.

Choices "It's choice - not chance - that determines your destiny."-- Jean Nidetch

Ask "What does that quote mean to you?" Make the point that "One of the most powerful (positive or negative) choices you can make is how you will treat people and who you choose to associate with."

**Play *Respect/Bus Video*** (Values: respect, putting others before yourself, integrity, doing the right thing.)

Discussion points: How did this video make you feel? Have you ever seen this kind of situation before? Have you ever been in a situation like this? Which side were you on? How did it make you feel? What do you think was the point of the video? Did you learn something from watching it?

**Play *Cafeteria Video*** (Values: friendship, helping others, kindness, openness, bravery)

Discussion points: Have you ever been in a situation like that in school? Which side of the story were you on? How did you feel? How do you think they feel?

**Play *The Locker Video*** (Values: friendship, helping others, doing what is right, standing up for others.)

Discussion points: The Power of impressions or associations can be either positive or negative. Let's assume that your character is perceived as the average of your five best friends...What character traits do your friends have? Are these the character traits that you want to have?

Friends influence your decisions...When have the choices by your friends influenced your choices? Does stuff like that happen at your school? Do you think stuff like that will happen in high school? What would you do?

**Play *The Race Video*** (Values: friendship, sharing, selflessness.)

Discussion points: How did you feel after watching the video? How do you think the racers felt? Do you think they would have been happier if they didn't share? Why was it so important that they did? Have you ever done anything like that before for someone (if you have volunteered, then you have!)?



**Have a discussion with the team on the power of impressions and choices.**

Ask for examples: real live situations. You want them to understand the impact that association and choices may have on their life.

Ask the YRYLArrians to come up with 1 or 2 situations they might be worried about. Tell them that the situations must be impactful or meaningful to their life and they should be based on moral, ethical or personal decisions they are struggling with. If needed prompt them with "What would you do if..." questions. For example:

- What would you do if you knew your sibling was sneaking out at night, and going places they shouldn't be going?
- What would you do if someone who you thought was a friend was actually spreading rumors about you?
- What would you do if you knew your friend was cheating in school?
- What would you do if you knew that your friend was stealing things?
- What would you do if you knew that your friend was taking alcohol from their parents' liquor cabinet and drinking or sharing it with other minors?
- What would you do if your friend told you that his parents have taken trips and left him alone for several days?
- What would you do if you purchased something at a store and the clerk rang up only one item when you were really purchasing two items?
- What would you do if you witnessed a student being bullied at school?
- What would you do if a clerk in a store gave you more money back than was due to you?
- What would you do if you walked out a store with an item that you had intended to purchase, but forgot to do so?
- What would you do if you knew someone was really struggling at school because of their home life, and they told you about what their parents do to them at home?
- What would you do if you knew a person was using illegal drugs?

Conclusion: Be very careful about the choices you make and the people you choose to associate with. These decisions can take you down a positive or negative path.

**Safety considerations:** None.

**Suggested debrief ideas that lead to desired outcomes:** The discussion itself is a debrief. The YRYLArrians will be exploring concepts that they learn from watching the videos and exploring stories from each others personal lives.

A Twilight Time discussion might look like this:

What was one thing you learned?

How did the videos make you feel?

How can you apply it to life after camp?

~~~~~

You might be interested in some of the questions that came out of this exercise at Bell Middle School in Golden (These could be use for the Four-Way Test program but it is preferable that YRYLArians come up with questions that are relevant to themselves.):

I saw a student being harassed and made fun of by a group of students. I want to do something, but I am afraid the group will find out I was the one who told on them. How can I help?

I have a friend who is drinking and it is changing who they are. They don't show up for school, they seem angry all the time, and I can no longer trust they are being honest with me. I don't want to ruin our friendship, but I know they need help. What should I do?

I have a friend who is mad at a teacher. They told me they are going to make up a lie to get that teacher in trouble. What should I do?

A friend told me that they are being hit at home and showed me the marks on their back and legs. They told me not to tell anyone, but I know what is happening in wrong. I don't want my friend mad at me. How do I help them?

I have a friend who is stealing items from other students. I told them to stop, but they won't. I know I should tell someone, but they are my friend. How can I help my friend?

My parents don't want me to be friends with any Mexicans. One of my best friends is Mexican. We have talked about this over and over, but they won't change their mind. I don't understand why I will be punished for their racism. How can I help them to understand?

I have a friend who has talked about suicide for about month. She is cutting, and I am afraid she is going to do something to really hurt herself. When I talk to her about talking to someone, she tells me she will never speak to me again if let anyone know what she is doing. How can I help her?

I sneaked out of my house to go over to a friend's house. On my way over, I saw two boy's break into my neighbor's car and steal it. I know who they are, but if I tell I will get in trouble for sneaking out of my house. How can I help my neighbor, but not get in trouble?

Shipwrecked

Instructions: Head JCs have 14 name tags that say the following:

Heart Surgeon	(Has embezzled millions of dollars from a hospital)
Celebrity Hollywood Actor	(Created a charity to bring clean water to India)
Pregnant Woman	(Has a methamphetamine addiction)
Rabbi	(His father was killed in Auschwitz)
15-Yearold Arrested for Shoplifting	(Is a straight-A student, and wants to be a lawyer)
Lesbian	(Is the proud mother of 3 boys)
Toddler with Downs Syndrome	(Wants to be an Air Force pilot when he grows up)
Bearded Man Wearing a Turban	(Is a world-renowned university History professor)
Boy Scout	(Is the star quarterback of his HS Football team)
Head Cheerleader	(Bullies her younger sister)
Mexican Firefighter	(Recently rescued an elderly couple from a fire)
Black Man in a Wheelchair	(Is a biochemist researching a cure for cancer)

Man with AIDS
Rotarian

(Is also a 4-time Olympic gold-medalist)
(Is an SC at Young RYLA)

Each member of the team will randomly pick one and wear it:

The Head JCs will read the following:

It was a gusty day at sea aboard the USS Ponderosa when all of the sudden, the ship capsized. After several hours of confusion and panic, you and handful of other passengers found yourselves shipwrecked upon an island. Luckily, there was also a lifeboat that had drifted onto the island from the capsized ship. Unfortunately, the side of the lifeboat clearly stated "Maximum Occupancy: 5". You have ten minutes to decide who must stay on the island and who will board the lifeboat.

Ask *Why did you choose to save _____? Why did you leave _____ on shore?*

After their ten minutes have passed and the shipwrecked voyagers have made their decisions, read the following:

That night, the five chosen castaways boarded the lifeboat and set off for a course unknown. Those left behind on the island began to scavenge for food and shelter. Three days later, a rescue squad found the lifeboat, yet the five passengers were dead from heat stroke and dehydration. The rescue squad continued to the island where they found the remaining castaways sitting around a campfire on the beach, enjoying the company of one another, and roasting marshmallows (which for some reason made their way to the island intact). Those who were left on the island made it home safely.

Now ask them: *If you had known this from the beginning, what would you have done differently?*

Now read some more information regarding each person (what is in parentheses on the list above).

Debrief

What assumptions did you make?

How do you judge people everyday?

Why is it hard to make these kinds of decisions?

How did your Core Values help you decide who you kept?

etc.

If time allows, ask them if they would like to do it again.

Spiderweb

Location: Forest

Day: Tuesday or Wednesday

Time: see Matrix

Person Responsible: Facilitator, JC, SC

Equipment needed: Two trees approximately 8 ft apart, bungee cord to be strung to create a web as shown in the picture. The web does not have to an exact duplicate as shown in the picture. There should be as many spaces in the web as there are people in the group.



Objectives: 1, 4, 5, 6, 7,

Getting everyone to be an **active** participant by communicating ideas during the planning and/or the implementation of that plan

Give team members the opportunity to show responsibility and respect

Build trust

Getting everyone outside of their comfort zone - risk taking

Find leaders that are willing to get the team to collaborate

Get individuals to be actively creating teamwork from the "follower" role

Desired Outcomes: There will be members of the team that will step into leadership roles to organize and motivate the group to safely get everyone through the web. All members of the team will verbally encourage and acknowledge their teammates during the implementation of the plan.

Set up and instructions: *You are a band of explorers and have are attempting to get away from a horde of zombies that are chasing you. They are 30 minutes behind you when you reach a special spider web that will allow you to cross over to the other side where you will be protected.*

Each member of your team must pass to the other side by going through the open spaces without touching the web. After someone passes through that space it cannot be used again. All members must get through to become safe from the zombies, AND if the web is touched a zombie-spider will come to bite that person. There is no jumping or diving allowed, as it will awake the zombie-spider. Climbing the trees is forbidden.

If anyone touches the web, the whole team must start over. You may not go over, under, or around the spiderweb - everyone must go through a different hole in the spiderweb.

Safety Considerations:

Have someone ask the person being lifted if they are ready and understand the plan
Control the hips as that is the place that will keep the person from falling hard and getting hurt

Make sure that the spotters touch appropriate body parts

The ground surrounding the area should be as level as possible and rock free. Make sure that there are no objects or holes in the ground.

Make sure that when a person is lifted that there is someone over on the other side to receive him/her safely.

Stay close so that if anything goes wrong you are right there to spot the person that is off of the ground.

Do not allow anyone to jump or dive!

If someone touches the web, continue through or help them back. **DO NOT STOP SPOTTING THAT PERSON!**

Other activities that this reinforces: Towers requires good teamwork and planning. The team must use their wizard brain to solve the problem quickly without panicking. Someone in the group must use their analytic abilities to figure it out, the gold people need to keep them organized, and the orange must keep them motivated and energized and the blues must work for collaboration.

Suggested debrief ideas that lead to desired outcomes:

How did someone on this team help you during this activity?

The strength of our team is.....

What were the actions of people that created?

What challenges did you have to overcome to be successful?

What did you learn from other activities that you used here?

Where in your school (life back home) are there people that are good supporters for you?

What leadership attribute do you want to build as a result of this success?

Who can you trust and when is it important?

Car Car & Trust Walk

Location: Jim's Meadow (Outside of Allison)

Day: Tuesday or Wednesday

Time: See the Matrix schedule for your teams' time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Staff Member and JC, SC

Equipment needed: clean blindfold for each member of your team

Objectives: 1, 2, 4, 5, 6, 7, Team building centered on trust.

Desired Outcomes: Team members learn valuable lessons related to teamwork: the guide learns about the challenge and responsibility of caring for another individual's well being, while the blindfolded partner learns to trust and rely on

Set up and instructions:

Part 1: Car Car

The staff member will ask the team to form pairs - one partner to be the navigator (guide), and the other to be blindfolded. The guide will be asked to direct the blindfolded team member around the meadow going beep beep like a car. The partners will then switch roles.

Part 2: Trust Walk

When the blindfolded partner is ready, the navigator will slowly spin the blindfolded team member around a few times so that they do not know which direction they are headed. The guide will ask if the partner if they would like to be led both physically and verbally or just verbally. If verbal, from this point on, the guide should not touch the partner at all, but rely solely on verbal cues (e.g. "About five steps ahead, there is a branch. Step over it slowly.") The Staff Member will lead the pairs through the forest, over and around obstacles. The guide is solely responsible for his or her partner's safety. The partner should be navigated to avoid obstacles.

Counselor facilitation notes: Observe the pairs carefully and take notes of their behaviors. Use your observations to make the debrief relevant to the activity.

Safety considerations: The blindfolded person can't see so if the guide is not using effective communication, the blind person can be lead into dangerous situations. The staff member should make sure the trust walk is led through areas that can safely be navigated by the guide and blindfolded person.

Suggested debrief ideas that lead to desired outcomes: The Staff Member and JC lead the debriefing.

What do you think is the purpose of this team building activity? What was it like to be the guide, responsible for the safety of your teammates? Did you have any difficulty trusting your partner while blindfolded? Why or why not? Why is trust in your teammates important? How did it feel when you and your teammate successfully trusted each other to accomplish something challenging? How does this relate to participating in sports? Can a leader lead without building and gaining trust from his/her followers? What was it like being blind folded? What was it like leading someone else? Which did you like better and why? What does this teach us about trust?



Ebola Initiative Game

Location: Junior's Freaky Forest

Day: Tuesday or Wednesday

Time: See Matrix schedule for your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Guru, JC, SC

Equipment needed: 1 large bucket, 1 long rope to create a circle at least 8 feet in diameter for the radiation zone, 1 short rope to create the "safe" circle, 1 large elastic rubber loop to which is attached 5 different colored cords, 1 koosh ball, and 5 blindfolds.

Objectives: 1, 2, 4, 5, 6, 7, Save the world by moving the Ebola virus (koosh ball) to a neutralized zone, maintaining a safe distance and using only the materials provided.

Desired Outcomes: The exercise will tend to naturally expose processes and issues related to many aspects of teamwork, including cooperation, communication, trust, empowerment, risk-taking, support, problem-solving, decision-making, and leadership.

Set up and instructions for the Facilitator (Guru): Place the large rope in a circle at least 8 feet in diameter on the ground to represent the danger zone. The larger the radiation zone, the more difficult the activity. Use the small rope to create a circle no more than 2 feet in diameter placed in the center of the 8 foot circle.

Place the bucket upside down with the koosh ball lying in the center of its base approximately 20 to 30 feet away from the 8 foot circle. The greater the distance, the more difficult the activity.

Put all other equipment in a pile near the rope circle.

Using only the equipment provided and within a time frame, the challenge is for the team to work out how to move the large bucket into the safe inner circle without touching it with their hands and without dropping the Koosh ball.

Everyone must maintain a distance (circle radius) from the inner circle.

Time frames: 10 minutes for YRYLarians to develop a plan; 30 minutes for implementation; 15 minutes for debrief.

Mikaila will read the following challenge only to the guides. Once the challenge is fully understood by the guides, they will go back to the edge of the forest and lead the blindfolded YRYLarian they are guiding to the pile of equipment near the rope circle.

THE CHALLENGE (May be adjusted by Guru ☺): "A Koosh Ball containing the Ebola virus has been discovered here at the building. It is on top of a white bucket a few yards away from here. Due to the toxic nature of this Ebola Koosh Ball it can only travel on top of the bucket on which it rests. NO ONE may touch the ball. Your team of "Incredible Super Heroes" must transport the bucket and Koosh Ball to

the small circle of cord, a safe zone, lying on the ground several yards away. A large circle of rope that will isolate the virus surrounds the small circle of cord. The bucket must rest only within the small circle in order to neutralize the virus. You may use only the apparatus that you see lying before you to transport the contaminated Koosh Ball and the only people that may touch the apparatus are the blindfolded implementers. No one may go into the circle of rope. No one may touch the bucket. The completion of this task, be it success or failure, will determine the very existence of the people in this camp. You have 10 minutes to develop a plan for this task and 30 minutes for implementation; otherwise, the Koosh Ball will explode and you will have contaminated the whole camp. A very painful death will follow."

During the exercise at Guru's option: Guru may stop the activity to get the team to reorganize. They may not have planned well and are now not making progress. Once they are excited, and you know that they are not communicating Guru can call for a STOP.

S: stop

T: think about what is happening. Guru may ask them to silently consider some of the following questions - What is the level of communication? How is your plan working? What is needed right now? What is your biggest challenge? What do you want to change? She will not lead them to a solution, or lecture to them.

O: organize - make a new plan if needed, or continue the same plan.

P: proceed

Counselor Facilitation Notes: On the night prior to this activity, make a list of your team members and pair those who have already shown you their leadership skills or who have the most "orange" (to be blindfolded) with those who have not yet shown you their leadership skills (to be guides). When you get to edge of Junior's Forest, tell the team who will be blindfolded but do not tell them which team member will be their guide. Ask the guides to join Guru in her forest. Let the blindfolded team members know that you are nearby, but they must wait for their guides to come for them. Then be silent but observant for the remainder of the activity. It is important that your team finds its own answers. Do not become attached to the outcome. They will learn a great deal from the experience no matter the outcome.

There is so much to observe, both Counselor and Rotarian need to be taking notes and watching. Have your notes handy to note YRYLarian's behaviors and reactions. Guru will debrief the session but be prepared to participate with debriefing questions of your own if time allows.

Safety considerations: Some people have a phobia about being blindfolded. When the implementers are being led to the site, make sure that being guided safely. Request that the guides take care of the implementers.

Suggested Debrief questions that lead to the desired outcomes: Shows different angles and solutions to a problem - should be debriefed carefully because each person's perspective is different and will contribute to the overall cohesiveness and communication of the group if everyone can explain how they were affected by it.

How did your plan work? What worked well? What challenges did you have to overcome? What was the level of communication? How did leadership show up in this exercise? What was the style of leadership? What about the leadership was effective? What about the leadership would you change to make it better? Who was not listened to? What stopped you from stepping up to lead? What qualities of a leader are important? What did you learn from this experience that is needed for an effective team? Who can you acknowledge for their participation? At what point did you "check out" and stop looking for solutions? How were qualities of each "color" that were important for the success of the team? What assumptions did you make that got in the way of solving this problem?

Revolving Bookcase

Location: Elkhorn

Day: Tuesday/Wednesday

Time: Part of Matrix

Persons Responsible: Staff JC will facilitate, JC and SC also available to help

Equipment needed: "Bookcase", "Books" [see Setup], Roll of Masking Tape

Objectives: 1, 5, 6, 7, To use communication skills to solve a puzzle in which different team members have access to different information.

Desired Outcomes: Participants will feel challenged and uncomfortable in a situation in which the team is separated and needs to communicate effectively in order to reunite. They will also learn the value of seeing things from a different perspective.

What are we trying to teach?

-Verbal communication

-The ability to describe things to people who can't see them... a specific form of communication that requires detail, patience, and imagining things from a different perspective.

-Developing an organizational system to speed up attainment of goals

- The ability to use resources creatively

- "Our World" connection: generally, our perspective isn't the whole picture. In order to accomplish our goals we need to collaborate with people who have different resources, perspectives and information than we do.

Set up and instructions:

Building the thing:

Create a wall of 24 cardboard boxes stacked 6 across and 4 high. Each cardboard box will be open on only one side, in order to make a shelf. Arrange the cardboard boxes in such a way that it matches the Set-Up Charts [Fig. A]. Designate one side to be the "Passageway side" and one side to be the "Library side". All boxes should create a shelf on either the Library side or the Passageway side of the bookcase wall. The only exceptions are the boxes labeled "Key" and "Open". The "Key" box is to be closed on both sides and have the respective Keys [Fig. B]. The "Open" box should be open on both sides to allow items to be passed through from one side to the other.

Scatter the "Books" (Styrofoam blocks painted with a color and a symbol) randomly.

Facilitation:

Split the team into two equal groups. Make sure each group enters the room on different sides. Tell them to pay attention and to listen even if they can't see you.

Read the following:

Your team has been exploring young RYLA's haunted mansion when suddenly, half of the team is steps on the wrong stone while exploring the library and the bookshelf flips around, trapping them in a secret passageway! The only way to rotate the shelf back and save your team is to enter the correct code in the bookshelf from both sides by arranging the books to match both keys on each side of the shelf. Fortunately, there is a vent above the shelf, so you can hear and communicate with your team, but the vent is not large enough to climb through. There is also a hole in the shelf through which you may communicate, and this hole is big enough to pass objects through, but not people.

They should develop a plan.

Leave a roll of masking tape lying nonchalantly on the ground. They may use it to make a grid if it occurs to them, but don't make an effort to point it out. Also, if they ask, they are allowed to use pencils/paper if they ask (but same thing - let them come up with it). Make sure they do not remove the key from their side. Feel free to silence certain people, or ban them from 'touching books'.

Check by using answer key [Fig. C].

Limit time to about 35-45 mins to allow for proper debrief.

Safety considerations: Make sure nobody is throwing blocks, leaning on the (fragile) cardboard wall, or attempting to climb over the "Bookcase".

Suggested debrief ideas that lead to desired outcomes:

What happened?

- What did you observe in this activity? What worked and what didn't? What did you find challenging? What kind of systems, if any, did you develop to make the process easier?

- Was one team given more information? What information did each side have?

So What did you learn from this activity?

- Why was communicating difficult? Consider a lack of written communication, many voices working against each other, unbalanced resources?

- Did you make any assumptions that weren't true? What did you assume about the other side's resources?

- What is the danger in making assumptions?

What different perspectives did the different teams have?

Now What?

- Where in life do we see people with other perspectives and more or less information?

- What do you have to do when you can't see something from another perspective and vice versa? How do you overcome that barrier?

- Did you use a plan or other organizational system? What was the importance of having a plan?

Fig. A:
Set up charts

Passageway side

shelf	-	-	shelf	-	shelf
-	shelf	open	key	shelf	shelf
-	-	shelf	shelf	-	-
shelf	-	-	shelf	shelf	-

Library side

-	shelf	-	shelf	shelf	-
-	-	key	open	-	shelf
shelf	shelf	-	-	shelf	shelf
-	-	-	shelf	shelf	-

Fig. B:
Keys (visible to participants on respective sides)

Passageway key

[it says colors right now, but the actual key will have colors]

green	red	green	green	black	blue
blue	red	open	key	black	green
red	blue	blue	green	black	red
red	black	blue	red	green	black

Library key























	 *		 *	 *	 *
 *	 *	Key	Open	 *	 *
 *	 *	 *			 *
 *	 *	 *	 *		 *

Fig. C

Answer Key (Staff JC Facilitator's Eyes Only!)

This represents a combination of both keys (which are mirrored to each other) to provide all information for each shelf.

All dash marks represent blocked off spaces that are shelves on the other side

Extra books may be left on the floor or lying on the shelves, as long as the correct books are in their correct places

Passageway Side

green star	-	-	green heart	-	blue heart
-	red star	open	key	black clover	green diamond
-	-	blue heart	green star	-	-
red clover	-	-	red star	green heart	-

Library Side

-	black diamond	-	green clover	red star	-
-	-	key	open	-	blue clover
red clover	black heart	-	-	blue clover	red diamond
-	-	-	blue diamond	black heart	-

All Aboard and Maui Kauai

Location: Kevin's Korner

Day: Tuesday or Wednesday

Time: See Matrix for schedule of your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Staff member and Junior Counselor

Equipment needed: three platforms, three boards

Objectives: 1, 4, 5, To have the entire team move from one platform to the other without falling into the alligator infested river. The third platform can be used if needed to form a bridge that can only touch one platform at a time. Everyone must be on the platform at the same time, feet may not touch the ground but both feet do not need to be on the platform.

Desired Outcomes: The team will grow in ability to allow leaders to emerge in a team. The team members will empower a fellow team member to lead and follow the plan of that leader. Team members will overcome inhibitions and personal obstacles to working closely together with conflicting opinions on how to solve a common problem.

Set up and instructions: Ask participants to stand in a circle around the All-Aboard platform. Explain that the object of the challenge is to have all members of the team standing on the first platform and move to the second platform.

Counselor facilitation notes: This session will be facilitated by a staff member and the JC. Take notes on YRYLarian behaviors.

Safety Directions: "If you feel that the entire team is going to tip over, please step off of the platform instead of falling. There is a danger of someone being seriously injured or crushed by the team if you all fall together. So I need you to agree to step off when you are first losing your balance."

Suggested debrief ideas that lead to desired outcomes:

Was the activity successful or unsuccessful? What made it so? What were some of the ideas that contributed to its success? Where did those ideas come from? On a scale of One to Ten, how would you rate your team's teamwork skills? What does your team do well? What does your team need to work on? What specifically did you do to contribute to the success of the activity? What can your team do to on the next activity that will increase its chances of success?

Zipline

Location: Zip Line Tower

Day: Tuesday or Wednesday

Time: See the Matrix schedule for your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Camp Ponderosa Zip Line Facilitators, Counselor, Rotarian

Equipment needed: Make sure campers are wearing tennis shoes and clothes appropriate for climbing and wearing a harness. All necessary equipment is provided by Camp Ponderosa.

Objectives: 4, 5, 6, 7, Build confidence and establish a sense of personal accomplishment.

Desired Outcomes: Safe Risk Taking, Gaining self confidence and self esteem, trusting others

Set up and instructions: The Camp Ponderosa Facilitators will instruct the YRYLarians, carefully assure that everyone's harness and hats are tight and snug, will observe the team's climb up the tower wall and facilitate the jump onto the zip line.

Counselor Facilitation Notes: The zip line is often the talk of the team as the team members are both excited by and fearful of the adventure. Encourage everyone to do it but do not force anyone. Team members will naturally, encourage one another up the tower and then to zip the line. If someone is not willing, they will likely be very embarrassed. Acknowledge their concern in a positive way.

Safety considerations: Though safety is the #1 concern of the certified Camp Ponderosa Facilitators, Counselors and Rotarians know the team members best. Be aware of each individual YRYLarian and be prepared to gently coach those who may be confronting physical challenges or their personal fears and anxieties. Take notes of your team member's abilities.

Suggested debrief ideas that lead to desired outcomes:

What was the hardest part of the Zip Line? Why? What was the scariest moment? How can this be a metaphor for another challenge in your life?

Challenge Course

Location: Low ropes course

Day: Tuesday or Wednesday

Time: see Matrix Schedule for your team's times. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Challenge Course Facilitator provided by Camp Ponderosa, Counselors

Equipment needed: Provided by Camp Ponderosa: a trust fall platform and a low tightrope wire strung between several trees.

Objectives: 1, 4, 5, 6

Part 1: Trust Fall

Objective: YRYLArians show their trust in their teammates by deliberately allowing themselves to fall backward from an elevated platform into their inter-laced arms.

Desired Outcomes: YRYLArians will develop trust and confidence in themselves and in the team.

Set Up and Instructions: Instructions will be provided by the Camp Ponderosa Facilitators. They will instruct the team to stand in parallel rows with their hands facing upward and their arms alternately linked. Each YRYLArian who chooses to do so, will stand on the elevated platform, keeping their body straight and stiff with their hands folded across their chest. Their team mates are now called "Spotters". When the YRYLArian is ready to fall, they will call out "Spotters ready?" Upon hearing the team call back in unison "Spotters ready.", the YRYLArian will hold themselves in a stiff position, lean back on their heels, and fall backward into the arms of their teammates.

Counselor Facilitation Notes: Gently encourage each team member to do the trust fall but do not say or do anything to force them or embarrass them if they choose not to. If no member of the team wants to go first, you may decide to show your trust of the team by going first. While it is good to be a role model, remember that YRYLA is about the YRYLArians and it is best to encourage them to go first.

Safety Considerations: Conduct the trust fall only in the presence and under the direction and supervision of the Camp Ponderosa Facilitator. Listen to the instructions of the Ponderosa Facilitator. Be a set of second eyes so that if anything is not being followed to the letter, you can help out by speaking up. Ask the Facilitators if what is happening is OK with them; or, you might want to talk to the team about keeping focused.

Suggested debrief ideas that lead to desired outcomes:

How did this exercise make you feel - Before the fall? After you and your adrenaline level had fallen? What lessons did you learn that you might use later at YRYLA or in school?

Part 2: Low Ropes Course

Objective: To underscore the concept of teamwork and affirm the value of each individual, the entire team will be encouraged to traverse the distance of the tight wire. Learn how to better use and incorporate caring, helpfulness, understanding, cooperation, communication, and reliability in their lives.

Desired Outcomes: Build trust. Enhance team cooperation and problem solving skills both individually and as team. Team will experience all the fundamentals of communication,

Set up and instructions: The Camp Ponderosa Facilitator will lead the activity keeping safety as the first consideration. The tight wire is strung between three trees about 12 to 18 inches off the ground. Team members on the wire will be asked to gently jump off if they feel themselves beginning to lose their balance.

Counselor Facilitation Notes: Encourage all members of the team to participate. Do not coach them, but it is hoped that they will recall the need to communicate, come up with a plan, and stick with it until all the members have safely traverse the course. The low ropes course presents tests of physical strength, stamina, agility, balance, and flexibility. It invites team members to confront such emotional issues as the fear of falling, the fear of failure, and the fear of losing control Take notes.

Safety considerations: Conduct the low ropes course only in the presence and under the direction and supervision of the Camp Ponderosa Facilitator. Closed, laced shoes such as sneakers or running shoes are required.

Suggested debrief ideas that lead to desired outcomes: Give the YRYLarians a chance to acknowledge other members of the team. Be sure to have your notes handy. Did members of the team provide assistance to others when they needed it? What ideas or expertise did you share with others? How did it feel to give or receive positive, constructive feedback? Did the team cooperate? What lessons from the trust fall were used to traverse the wire? Did members of the team trust in other's abilities and ideas? What did you see happening? What were your strategies for the ropes course? How did this compare to the teams strategies? What leadership styles did you observe? How did these contribute to successfully traversing the ropes course? Was there anyone that surprised you with their leadership today? What did this do for the team?

Finding My Voice

Location: Pikes Peak Attic

Day: Tuesday or Wednesday: See Matrix schedule for your team's time. Stop at least 3 minutes before the end of the hour to allow time for the team to get to its next activity.

Responsible Persons: JC and Briana Exum

Equipment needed: White Board or Flip Chart, markers, YRYLarians need paper and pens.

Objectives: 3, 4, 5, 6, 7, Write a personal poem that expresses purpose and life-direction.

Desired Outcomes: Creative self-discovery and expression. To realize that they are creative when necessary.

Set up and instructions: Campers will sit in a circle facing the white board. Briana Exum will facilitate and debrief the session.

Counselor facilitation notes: Be prepared to introduce Briana Exum. Be aware of the "vibes" in the room throughout the session. Participate in the activity along with the YRYLarians

Safety considerations: Writing about self can bring up emotions.

Suggested debrief ideas that lead to desired outcomes:

During Twilight time. What are some of the words you used to describe yourself? Words are powerful, how would you transform negative words that came up for you? Did this stretch your comfort zone? Were you surprised that you could write a poem and read it out loud? What have you learned. How can you apply what you learned to your life?

Service Project

Location: Elk Room (Admin Building)

Day: Tuesday or Wednesday

Time: See Matrix Schedule for your team's time. Stop at least 5 minutes before the end of the hour to allow time for the team to get to its next activity.

Person Responsible: Student Facilitators (YRYLA Alumni) JC and SC

Equipment needed: Depends on project selected (Student Facilitators will make sure this is in place)

Objective: 1, 3, 6, A team activity to do a service project and inspire service projects at home.

Desired Outcomes: Team unification and bonding; satisfaction in helping others (even if they aren't helping human beings, it's just as important)

Set up and instructions: See projects on following pages

Counselor facilitation notes: Observe the team. Be sure to take notes for a while that you can use for debriefing (should the team want to discuss this activity during Twilight Time). Possibly make a toy yourself for more interaction with the team.

Safety considerations: Too much fun.

Suggested debrief ideas that lead to desired outcomes:

What happened?

What did you do in the activity?

What was the purpose of the activity?

How did you feel during the activity?

How did the team interact?

So What?

What did the interactions and feelings signify?

Now What?

What did we learn from this activity that can be applied outside of YRYLA?

~ A Splash of Inspiration ~

"The future belongs to those who believe in the beauty of their dreams."

-Eleanor Roosevelt

"Take a lesson from the grass. No matter how many times it's cut or trampled on, it rises again and continues. So get back up my friend, get back up and rise again."

-Unknown

"Opportunity dances with those already on the dance floor." **-Jackson Brown, Jr.**

"The greatest leaders don't rule—they inspire." **-Robert Mondavi**

"Every day is filled with opportunities to live." **-Unknown**

"What the caterpillar thinks as the end of the world...The butterfly knows only as the beginning." **-Unknown**

Lesson #3:

To Take Risks

To laugh is to risk appearing the fool.

To weep is to risk appearing sentimental.

To reach out for another is to risk involvement.

To expose feelings is to risk exposing your true self.

To love is to risk not being loved in return.

To live is to risk dying.

To hope is to risk despair.

To try is to risk failure.

But risks must be taken, because the greatest hazard in life is to risk nothing. The person who risks nothing does nothing, has nothing, is nothing. He may avoid suffering and sorrow, but he simply cannot learn, feel, change, grow, love...live. Chained by his certitude, he is a slave; he had forfeited freedom. Only a person who risks is truly free.

~Unknown

2013 YRYLA

WEDNESDAY

Wednesday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Morning Activities	Meet at Rocks
7:30	Breakfast	Dining Hall
8:00	WoF	Allison Pavilion
8:15	Matrix Part 3	[see Matrix]
12:15	Lunch	Dining Hall
1:00	WoF	Allison Pavilion
1:15	Hike	Leave from Allison
3:15	Walk of Possibilities	Elkhorn
4:15	WoF	Allison Pavilion
4:30	Rotary Youth Programs	Allison Pavilion
5:15	Dinner	Dining Hall
6:00	WoF	Allison Pavilion
6:15	Take A Look Around	Allison Pavilion
7:45	Dance Break	Allison Pavilion
	Reflection/Twilight	
8:15	Time	Team Spots
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms



**Matrix Schedule, Map,
Info Sheets located
between Tuesday and
Wednesday sections of
this manual!!!!**

Hike

Location: Gather at Pine Lodge

Day: Wednesday

Time: 1:15 - 3:15pm (2 hours)

Persons Responsible: Counselors and Rotarians.

Equipment needed: Water, sunscreen, first aid kits. All should wear running or hiking shoes.

Objectives: 4, 5, 6, 7, To hike to the top of Camp Ponderosa Grounds.

Desired Outcomes: Appreciate nature, feel the accomplishment of getting to the top, bond with others. Experience perseverance, determination, and encouragement.

Set up and instructions: Wally will give his hiking safety presentation prior to departure. Wear proper clothing and shoes and bring sunscreen and water.

Safety considerations: The path to the top can be steep. Once on top, **forbid** YRYLArians from climbing down the face of the cliff.

Suggested debrief ideas that lead to desired outcomes: Remember your previous notes, and take mental notes while on the hike. Why is it important to appreciate nature? What can a hike be a metaphor for? (think about life as a journey...). How might hiking relate to your Life List goals?



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Walk of Possibilities

Location: Teams A-F Gym, Teams G-L Elkhorn

Day: Wednesday

Time: 3:15 pm

Persons Responsible: Mikaila, Joni and Wally

Equipment needed: white board or easel with flip chart, 2 boom boxes, music

Objectives: 4, 5, To get everyone to look at things with the perspective of possibility rather than the perspective of doubt.

Desired Outcomes: YRYLarians learn that there are limitless possibilities, if you only use your imagination and creativity; there are lots of benefits to thinking outside of the box; and there is more than one way to solve a problem.

Set up and instructions: Mikaila, Joni and Wally will set up and facilitate this activity.

Counselor Facilitation Notes: Have your notebooks handy to take notes.

Safety considerations: Make sure that the floor that they are using is clear of objects.

Suggested debrief ideas that lead to desired outcomes:

What did you learn? Was it what you expected? Why was it so important to have an open mind? Why was it so different (harder or easier) when traversing the room in different numbers? Where else could taking a look at possibility be of value for you? See debrief questions on next page.

WALK OF POSSIBILITIES

What are the top 3 human resources that you use now and want to keep as an adult?

How do these 3 human resources relate to being a good leader?

Why do you think we are losing intuition?

How do we keep from losing our valuable human resources?

Have we encouraged you to express your human resources at YRYLA?

Which human resources did you need to be reminded of?

EXAMPLES OF HUMAN RESOURCES		
Intuition	Emotions	Trust
Touch	Movement	<hr/>
Laughter	Freedom	<hr/>
Voice	Curiosity	<hr/>
Creativity	Acceptance	

Rotary Youth Programs & Shelter Box

Location: Allison Pavilion

Day: Wednesday

Time: 4:30 to 5:15 (45 mins)

Persons Responsible:

Shelter Box, Interact, Rotary Youth Exchange and Summer Exchange- See Matrix on pg 36

Equipment needed: Computer and LCD player, projector, screen, ShelterBox

Objective: 3, 6, Introduce YRYLArians to the opportunities of Rotary programs for youth

Desired Outcomes: YRYLArians will be inspired and know how they can get involved in Rotary Programs

Set up and instructions:

Present brief description of Rotary - its scope, purpose, and some accomplishments followed by three Rotary Youth Programs: Interact (15 mins), Rotary Youth Exchange (15 mins), and ShelterBox (15 mins)

Counselor Facilitation Notes: Teams will be seated in Allison Pavilion for their presentations.

Safety considerations: none

Suggested debrief ideas that lead to desired outcomes:

What did you think of the programs? Do you think you might do them? Do you know how to get information on these programs?

Take a Look Around

Location: Allison Pavilion

Day: Wednesday

Time: 6:15 to 7:45 + Music Break 7:45 - 8:15

Responsible Persons: Head JCs

Equipment needed: Sound system, two microphones, and pre-selected music to play at the break.

Objective: 1, 2, 3, 4, 5, 6, To provide an opportunity for YRYLArrians to know that they are not alone.

Desired Outcomes: Give encouragement and verbal support to others, feel empathy and compassion for others, express his/her true feelings openly without embarrassment, stand up for what he/she think is right when others are afraid to, listen to others with understanding and without judging them

Set up and instructions: Seat YRYLArrians in teams. Double check sound system to be certain that there will be NO TECHNOLOGY GLITCHES. One of the Head JCs will hold the microphone for all speakers.

Head Counselors facilitation notes. The head counselors will ask a specific group of people to come to the stage who will be asked questions from the perspective of a person in that stereotype group.

Rules:

Stay in your seat unless you are asked to come on stage.

Everyone (YRYLArrians, Counselors, and Rotarians) is invited to come onto the stage.

Individuals on stage may only speak once per question.

People in the audience must be silent listeners. Be respectful and no talking unless you have the microphone.

Take a Look Around and realize that you are not alone.

Learn as much as you can about your fellow YRYLArrians without using stereotypes.

Counselors will demonstrate the process when asked, If you are a Counselor, please come onto the stage. They will then be asked the three standard questions.

Questions:

What do you want people to know about you?

What do you never want said about you?

How can others support you?

When they have completed their responses, the Head Counselors will invite them and the audience to take a look around. The Counselors will then be invited to leave the stage.

Head Counselors will then invite the following groups on stage, ask the same three questions, and hold the microphone for those who wish to respond.

If you... _____ ...please come onto the stage

...are a girl...

... are a Boy...

...excel academically ...

...struggle academically...

...have been made fun of for your appearance...

...have been made fun of or discriminated against for your racial or ethnic background...

...have been made fun of or discriminated against for your religion...

...do not live with both of your biological parents...

...have felt unsafe around an adult...

...have considered hurting yourself...

There will be a 30 minute break during which the following music will play.

***** Closure - Stating the objective of the exercise as it relates to LEADERSHIP.**

At the end of the dance break Counselors will round up their teams and head to their team spots for Reflection and Twilight Time

Safety considerations: This activity can elicit expression of deep emotions. If that happens, do not try to 'fix' the person. Simply be available to listen and let them know that you and YRYLA are a constellation of support to them.

Suggested debrief ideas that lead to desired outcomes:

This session may be debriefed at Twilight Time. Let the Team Members raise the subject. Listen and gently open the conversation to see if the rest of the team wants to share their experience. You might ask "do you want to share your experience of 'Take A Look Around'?"

REFLECTION TIME

Twilight Time- Wednesday

EVALUATIONS (required)

Expectations for Thursday

Sunrise Hike—MANDATORY, may not have time to shower before breakfast

Wear shirts for Conference Pictures - you'll have time to put them on after the hike and before breakfast.

Goofy Olympics—sunscreen, water, good shoes

Dance—all will attend! If you have to leave for the bathroom, need to have Counselor permission and supervision, appropriate behavior.

Debriefing: Refer to your notes to refresh you on what might be most beneficial for your team to debrief. Encourage your team to apply True Colors and Brain Wise to their experiences. Remember to ask questions that start a dialogue between the YRYLarians. The following questions are only suggestions. Do not feel like you have to ask every suggested question. Remember it is the interactive dialogue that is important.

Matrix Activities - your team accomplished today. See Tuesday's Checklist.

Walk of Possibilities

What did you discover about your possibilities? Are they limited? Who sets the limits?

Hike

What choices did you need to make on the hike? (for example - To be first? To enjoy scenery? To assist others?)

How do they relate to choices you might make at school?

Take a Look Around (ONLY TALK ABOUT THIS WITH YOUR GROUP IF THEY ARE EMOTIONALLY READY FOR THIS... USE YOUR DISCRETION) (Proudest Achievements could be a way to flow into this)

Do you want to share your experience of Take A Look Around? (When you participated? When you observed?)

What did you observe? What will you take away from this experience?

How does Take A Look Around relate to leadership? Is there any experience you would like to share now?

Other things learned or experiences of the day YRYLarians want to share...

Counselor Word Of Focus

Rotary Youth Programs

~ A Splash of Inspiration ~

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." -**Margaret Mead**

"Do not go through life, grow through it." -**Erin Butterworth**

"We define ourselves by the best that is in us, not the worst that has been done to us." -**Edward Lewis**

"When you build bridges you can keep crossing them." -**Rick Pitino**

"One tragic thing I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon instead of enjoying the roses that are blooming outside our windows today." -**Dale Carnegie**

"To accomplish great things, we must not only act, but dream; not only plan, but also believe." -**Anatole France**

"Do not go where the path may lead, go instead where there is no path and leave a trail." -**Ralph Waldo Emerson**

Lesson #4:

The Obstacle

In ancient times, a King had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the King for not keeping the roads clear, but none did anything about getting the stone out of the way. Then a peasant came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. After the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the King indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many of us never understand. Every obstacle presents an opportunity to improve our condition.

~Unknown

Teamwork? Teamwork.



Source: www.dilbert.com



What Jim might be thinking:
"Like I haven't done this activity before... Let me guess. A tent. Bring it on."

2013 YRYLA

THURSDAY

Thursday		
Time	Activity/Session	Location
5:30	Wake Up	Dorms
5:45	Sunrise Hike	Meet at Rocks
7:30	Breakfast	Dining Hall
8:15	WoF	Allison Pavilion
8:30	All-Conference Pictures	Leave from Allison
9:00	Passion to Action Part 1	Allison Pavilion
9:30	RYLA Ball	Ball Field
10:30	WoF	Allison Pavilion
10:45	Comedy Club	Allison Pavilion
12:00	Lunch	Dining Hall
12:45	WoF	Allison Pavilion
1:00	Goofy Olympics	[see G.O. Matrix]
2:00	Passion to Action Part 2	Outdoor Team Spots
3:15	Community Building	Allison Pavilion/Gym
4:45	WoF	Allison Pavilion
5:00	Dinner	Dining Hall
	Reflection/Twilight	
5:45	Time	Team Spots
7:45	Get Ready for Dance	Dorms
8:00	Dance	Allison Pavilion
10:30	Quiet Time	Dorms
10:45	Lights Out	Dorms

Sunrise Hike

Location: Convene at Pine

Day: Thursday

Time: Time will be announced to assure everyone can summit before sunrise - approximately 5:30am (2 hours)

Persons Responsible: Lead Hiker (Wally); Counselors

Location, Day, Time: Convene at Pine, Thursday, Time will be announced to assure everyone can summit before sunrise - approximately 5:30am (2 hours)

Equipment needed: Walking/hiking shoes, Cameras!,

Objective: 4, 5, 6, 7, To summit the hill in time to watch the sun rise and reflect upon the week of YRYLA.

Desired outcomes: Appreciate nature and camp bonding. Also awesome photo ops!

Set up and instructions: Gather at Pine Lodge. Remember and practice hiking safety tips.

Counselor facilitation notes: Make sure everyone is awake at least 15 minutes prior to departure time. Ask everyone to be silent during the hike and sunrise. Safety is a priority. First to arrive at steep areas, position yourself to assist others who may need help during both the ascent and the descent.

After sunrise, Someone will read a story/poem/etc. Encourage the YRYLArians to descend thereafter.

Safety considerations: Make sure everyone is wearing proper clothing and shoes. There are some very steep areas. Safety comes first.

Suggested debrief ideas that lead to desired outcomes:

This is an opportunity for self-reflection. Discuss during Twilight Time.



Conference Pictures

Location: To be determined by Photographer.

Day: Thursday

Time: 8:30 am - 9:00 am- all conference, Team pictures during Goofy Olympics

Persons Responsible: Photographer, Counselors, Rotarians

Equipment needed: Camera, ladder, YRYLA shirts

Objective: To photograph the entire congregation, and in sets by Teams, Counselors, and Rotarians.

Desired outcomes: Great photos that will bring back memories for a lifetime.

Set up and instructions: EVERYONE needs to be at the photo shoot location promptly wearing your YRYLA shirts. Counselors and Rotarians, wear your short sleeved 2013 YRYLA shirt. Pictures include: one of each team in a regular pose, one of each team in a pose of its creation, one of the Counselors, one of the Rotarians, and one of the Counselors and Rotarians together.

Counselor Facilitation Notes: Bring sunscreen lotion. Have your team wearing their YRYLA t-shirts and be at the location for the photos at 8:30 sharp. Bring team's Moral Compass (during Goofy Olympics) The first team and last team to be photographed will feel like they have a lot of down time...this is a great time to do their favorite ice breakers or talk about their YRYLA experiences.

The trick to getting all the photos done is to have the arrangement of the team decided before stepping in front of the camera. For the "regular" pose, each person should have a pre-assigned position in the group. The basic rule for group photos are, tall people in the back, short people in the front, and wide people in the middle. Get that set up then have the team decide and practice their "creative" pose.

Wayne will have a pre-stage area where he will compose the photo with a camera, then ask everyone to move to the actual spot for the "real" photo and maintain their position within the group. That will give the Photographer about one minute to tweak positions so that he can see everyone's face and everyone can see the camera and a minute to shoot 5-10 shots. You will then direct your team to take their "creative" pose. Wayne will make sure he is able to see each face and will shoot another 5-10 shots.

Safety considerations: Sunburn.

Suggested debrief ideas that lead to desired outcomes: N/A

Passion to Action Part 1

Location: Allison Pavilion

Day: Thursday

Time: 9:00-9:30 (30 minutes)

Persons Responsible: Head JCs, Wally

Equipment Needed: Sound System, Computer, LCD Projector, Screen

Objective: Give the conferees an idea, concrete proof, and relevance of how passion can be turned into action through accounts of Wally Van Sickle.

Set Up and Instructions: Seat conferees in teams as usual, make sure A/V equipment is ready to go.

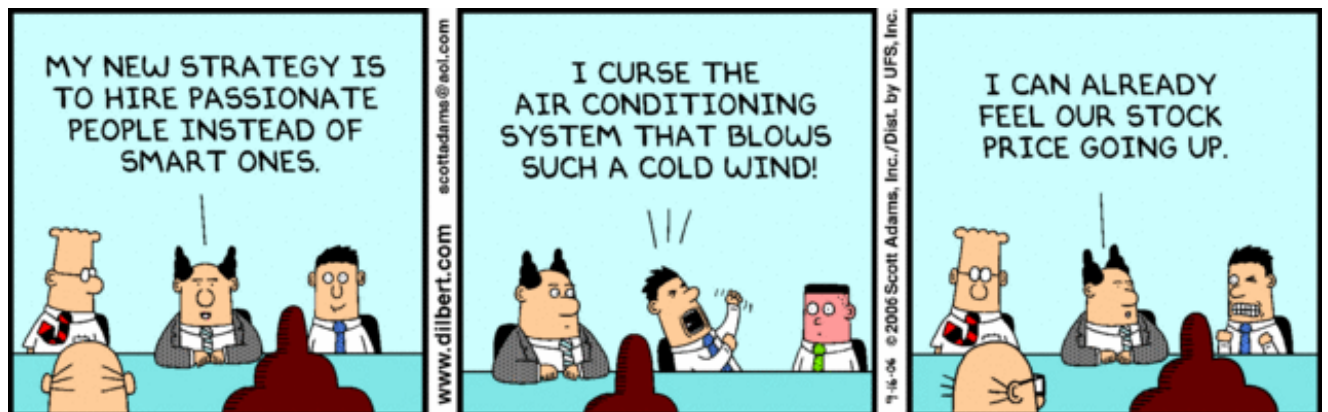
Counselor Facilitation Notes: Wally will present his slide show on Idea Wild and how that passion came to be.

Safety Considerations: Decibel level of Lemur Calls.

Suggested debrief ideas that lead to desired outcomes:

During Twilight Time

How did the counselors put their passions into action? What steps did they take? What challenges did they face? What are important things to remember in solving problems like you did in the practice scenarios? What Wise Ways are present when going from passion to action?



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RYLA Ball

Location: Ball field

Day: Thursday

Time: 9:30 to 10:30 (60 mins) Stop at least 5 minutes before the end of the hour to allow time for the team to get to its next activity.

Persons Responsible: Head JCs, Guru, Chair, JCs

Equipment needed: Kick balls or large soccer ball, sunscreen (seriously! A lot of YRYLArians will want to apply.), timer, whistle, megaphone

Objectives: 1, 4, 6, 7, To have fun, learn leadership through sports; learn how to make teams successful in different team dynamics.

Desired Outcomes: How to work as a team, the importance of including everyone, understanding that it's just a game and the limit on competitiveness, good sportsmanship, respecting the other team, willingness to be where needed to support the team, improved ability to cope with change and embrace it.

Set up and instructions: Set up 6 fields with cones. Two teams will assemble at the grass field. All team members must participate! For each round: Negotiate your game (12 minutes). Play RYLA ball (12 minutes).

Read the following instructions to your team:

Each team will assign one representative who will negotiate with the other team.

The team will first discuss the game they want to play (3 minutes).

The representative will then meet with the opposing team's rep to express their team's wishes (3 minutes).

The reps then go back to their team to discuss what the other team wants (3 minutes).

Then the reps meet one last time to agree on a set of rules (3 minutes).

The game can be anything which is safe and is confined to the assigned field.

Rules can be fun, goofy, or crazy, but it cannot be an existing known game.

ALL team members must play in some role.

You will spend 12 minutes negotiating your game, and then you will play for 8 minutes.

Each round will be a brand new game. You may not repeat the same game twice.

Suggested debrief ideas that lead to desired outcomes (Debrief ~10 mins):

How did you feel when everything got mixed up? Did it affect how you played? Did it affect your team's communication? Were you able to feel a new or different team dynamic when you started using a different set of rules? How did you have to play differently with different sets of rules? Could you tell if the other team was more blue? (or green, gold, or orange?) How did you negotiate?

Comedy Club

Location: Allison Pavilion

Day: Thursday

Time: 10:45 - 12:00 noon (75 mins)

Persons Responsible: Counselors, Head JCs

Equipment needed: the Moral Compass posters, sound system, mikes, props, stage

Objective: 1, 2, 4, 5, 6, 7, Present Team Moral Compass immediately followed by Team skit with props

Desired Outcomes: Pride in their creativity and performance. Of course, laughter!

Set up and instructions: Present the Team Star and Skit in a maximum of 6 minutes, including transition. After their 6 minutes are up, they will be cut off so make sure that each group uses their time wisely. All performances must be appropriate and kept to the time limit!

Counselor Facilitation Notes: Let your team know that they will be cut-off when their time is up. Remind your team that props may not be used for their intentional purpose, (i.e. hairbrush can't be used to brush hair, a hat can't be worn as a hat...) Escort your team to the pre-stage area during the prior performance. Be sure your team knows the time limit. Acknowledge the members of the team as they take their seats.

Safety considerations: No jumping, falling, or pretend physical violence on stage.

Suggested debrief ideas that lead to desired outcomes:

Acknowledge their performance presenting their Team Moral Compass and their Team Skit during Twilight Time. What was it that they liked best? Would they do anything differently next time?

Goofy Olympics

Location: Allison Pavilion

Day: Thursday

Time: 2:00-3:15 (6 activities - 11 mins per station)

Persons Responsible: Counselors and Rotarians and staff

Equipment needed: listed below

Objective: To have fun accomplishing 6 activities in rapid order. One rotation will be team photos at a place Tom designates.

Desired outcomes: Just have fun!

Set up and instructions: Follow the instructions on the next few pages.

Counselor Facilitation Notes: In each session a Counselor will be responsible for managing one of the 12 activities that the teams will rotate through. Rotarians will lead their team through the rotation. Every activity will last for 9 minutes with 1 minute for transition. Jim, Cuad, and Toria will be the timers, announcing and sounding the whistle when it is time for the teams to transition to the next station. Rotarians will support the teams in being punctual. Penny Races and the Team Pictures will be one station: one JC will be running Penny Races and the other JC will be helping Tom and retrieving the team's JC from the other games for their team's picture.

Safety considerations: Some activities are pretty physical, so be careful.

Suggested debrief ideas that lead to desired outcomes: What activity did you feel that your team performed the best on? What was your leadership strategy to make it successful? What did you learn about leadership through these activities? How do these activities relate to other activities you've done throughout this week?

1. Helium Stick

COUNSELORS:

The challenge is to lower the Helium Stick to the ground. Form two lines facing each other. Lay a long, thin rod on the group's index fingers. Goal: Lower to ground. Reality: It goes up! Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the rod is not allowed - it must rest on top of fingers. Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted

Supplies: Helium Sticks

2. Pain in the Neck

COUNSELORS:

Teams pass a ball around a circle only using their necks.

Supplies: Soft squishy 4 or 5-inch ball

3. Threading the Needle

COUNSELORS:

Team joins hands in a circle, leaving one open space between two YRYLArrians. Hula hoop is placed on first team member and transferred from member to member without using hands or breaking circle. Once all hula hoops have been placed on the teammates, circle is closed, but threading continues.

Supplies: 8 (or so) hula hoops.

4. Pipeline

COUNSELORS:

Teams need to transport the egg (golf ball) back to its nest (bucket). Each person will receive a pipe.

The pipes may never touch each other.

The eggs must never touch any part of the participant.

Once in a pipe, an egg can never move backwards. It must always move forward.

If a participant has an egg in their pipe, that participant cannot walk around.

The nest cannot be moved.

Repeat with different sizes of an egg (golf ball, marble, ping pong ball)

Supplies: pipe, 2 golf balls, 2 marbles and 2 ping pong balls

5. Puppy Love

COUNSELORS:

Conferees must pass a dog biscuit back and forth only using clothespins. Clothespins must be in mouths. Keep count!

Supplies: Dog Biscuit and Clothespins

6. 4. Penny Races

COUNSELORS:

Split team into two sides, each in lines facing the other about 20 feet apart. Each YRYLArrian has a penny to put in-between their knees. One at a time YRYLArrians walk from their side to the other with the penny between their knees, finally attempting to drop the penny into a bucket, which is placed in the center. Once a YRYLArrian drops the penny, the next one begins walking. If a penny is dropped, the next YRYLArrian in line can begin. Score based on how many pennies land in the bucket.

Supplies: 5-Gallon bucket and 100 pennies.

Team Pictures (interrupting Penny Races)

Teams will wear their conference shirts and take one serious picture and one in a fun pose. Follow Tom Keyton's directions. Staff members will fill in for JC while they are taking picture with their team.

Passion to Action Part 2

Developing Your Own Passion to Action & Presentation

Location: Allison Pavilion

Day: Thursday

Time: 2:00-3:15 (75 mins), Counselor Opening (5 minutes), Individual Passion to Action Brainstorming (40 minutes), Team Discussion (15 minutes), Closing (15 mins)

Persons Responsible: Counselors

Equipment Needed: Sound system, microphones, paper in conferees' manuals for the conferees to write their plans on

Objective: 2, 3, 4, 5, 6, 7, Creating a discussion about the conferees' passions and how they would like to act on them and in turn creating a step by step action plan showing the conferee's plans for acting on their passion.

Desired Outcomes: The team will work collaboratively, demonstrating the trust that has been formed during YRYLA by helping each other develop their individual plans. Conferees will find motivation and be excited about having a plan to go back home with. A few individuals might volunteer to share their plans to the whole conference. (Volunteers will briefly collaborate with JC and SC of the team to make for a quick concise presentation ~2-3 mins max.)

Set up and Instructions: JC and SC will prepare their own example of passion to action before camp and come with the plan to use as an example for the team. Head JCs will make opening comments, and then teams will spread out into their team spots. Counselors will first lead a discussion about what common elements were spoken about in Part 1 with regards to acting on your passion. Then each member of the team will develop a plan based on their passions. The conferees will then share their passion, what they would like to do with it, and begin developing their plan. The JC and SC will help the conferees with their plans. At the end of the team session, all teams will return to Allison where volunteers will present a very brief summary.

Counselor Facilitation Notes: It is important to emphasize the establishing of reachable steps. Help the conferees understand that it is the smaller steps that ultimately lead to reaching the goal. Encourage the development of plans that are feasible and impactful.

Safety Considerations: None

Suggested Debrief Ideas That Lead to Desired Outcomes: What is your passion? What did you want to do with it? Why? What were the elements discussed involved in going from passion to action? How do you plan to complete your goal? Was this activity helpful in getting you started on achieving your goal? How can steps help you achieve your goal?

What Wise Ways are involved in going from Passion to Action? How does this activity relate to the three hoops theme?

Passion to Action: Creating Individual Plans

What is your something you are passionate about?

What have you already done with your passion?

What can you do with your passion that can put your passion into action?

Which people can help you accomplish this?

What resources can help you accomplish this?

What is the timeline of your action? How long will it take to reach your goal? When will you start?

Will you need supplies or resources? If so, which ones?

Will this project cost something? If so, how can you pay for it?

How will you measure the success of your goal?

What will be the long term effect of putting your passion into action?

Passion to Action:

Goal : _____

Time Frame (deadline): _____

Things to Do in Order To Achieve that Goal:

People/Mentors that can Help Me: (constellation of support)

Talk To: _____

By Which Date: _____

Learn About: _____

Talk To: _____

By Which Date: _____

Learn About: _____

Talk To: _____

By Which Date: _____

Learn About: _____

Knowledge/Information Required:

Item #1: _____

How do I gain that knowledge: _____

Date I will have that information: _____

Item #2: _____

How do I gain that knowledge: _____

Date I will have that information: _____

Item #3: _____

How do I gain that knowledge: _____

Date I will have that information: _____

What do I Need (supplies, money,etc):

What do you need: _____

How much does it cost: _____

How can you raise this money: _____

Who can help you with this: _____

When will you contact this person: _____

What do you need: _____

How much does it cost: _____

How can you raise this money: _____

Who can help you with this: _____

When will you contact this person: _____

What do you need: _____

How much does it cost: _____

How can you raise this money: _____

Who can help you with this: _____

When will you contact this person: _____

Community Building

Location: Allison Pavilion and Gym

Day: Thursday

Time: 3:15 pm

Person Responsible: Head JCs, Counselors and Rotarians

Equipment needed: Name tags, markers, posters, taped areas, handouts.

Objectives: 1, 2, 3, 4, 5, 6, 7, To run a real-life simulation of justice, respect, leadership, and community building.

Desired Outcomes: To have the conferees see the positive effects of leadership throughout our world over time, and to have the conferees be able to recall the traits of a leader that are important to them personally. To see how leadership applies at the smallest and largest levels. We want them to see the connections between real life leaders and Brain Wise, True Colors, Core Values, etc. and be able to link what they learned in Take A Look Around to the rest of the week.

Planning: Head JCs know how to run this activity. All other Counselors will be fully participating in different roles, which they will find out at the beginning of the session. It works best when all people involved are fully engaged as participants.

Set up and instructions: Head JCs will direct the set up of the Community Building Activity.

Safety Considerations: Look out for people getting overly frustrated.

Suggested debrief ideas that lead to desired outcomes:

Head JCs will run debrief, but JCs should feel welcome to join in with their own questions.



Dance and Ice Cream Social

Location: Allison Pavilion

Day: Thursday

Time: 8:00 - 10:30 pm (2½ hours)

Persons Responsible: Head Counselors, Counselors, Jim

Equipment needed: Sound system, pre-selected CD of music, Ice Cream

Objective: 4, 6, Have fun! For YRYLArrians not on the same team to have an opportunity to mingle

Desired Outcomes: YRYLArrians will enjoy the evening, be social and unwind from some of the other serious activities.

Set up and instructions: Check out sound system and have pre-selected music playing at 7:55pm sharp. Arrange for delivery of ice cream at 8:30pm...serve at 8:45pm. Keep the music playing!

Counselor facilitation notes: Dance attendance is not optional. All must attend. Have structured dance activities planned that make the dance seem more like a real YRYLA activity. YRYLArrians have a diversity of comfort levels with dancing, depending on their school, their maturity level, and so much else. Be on the lookout for the YRYLArrians who 'do not like dances' and include them by engaging them in neutral conversation or arranging an activity for them at the front of Allison. Don't try to force them to dance! Keep YRYLArrians in Allison Pavilion or near its large open entrance. This is an evening when one or two YRYLArrians will want to wander into Junior's Freaky Forest or Jim's Meadow. **This is not allowed.** Counselors are to keep their own dancing appropriate, because everything you do is an example that these impressionable youngsters will pick up and imitate.

Safety considerations: Be aware of budding romances (AHHH! PURPLING!!!) and encourage the 'couple' to participate and stay involved with the others.

Suggested debrief ideas that lead to desired outcomes

What happened at the dance that you especially enjoyed?

REFLECTION TIME

Twilight Time-Thursday

Ice Breaker/Activity

PERSONAL COMMITMENT (Required)

EVALUATIONS (Required)

SELF ASSESSMENTS (Required)

Exchange contact information

Expectations for Friday

Need to be packed and have dorm and common spaces cleaned before breakfast

Closing Speakers on Friday morning - 30 seconds per speaker - 5 minutes per team

Debriefing: Refer to your notes to refresh your memory on what might be most beneficial for your team to debrief. Include the Four Way Test, Brain Wise and True Colors in your conversation. Remember to ask questions that start a dialogue between the YRYLarians. The following questions are only suggestions. Do not feel like you have to ask every suggested question. Remember it is the interactive dialogue that is important.

Leadership

What does leadership mean to you?

Give examples of where you have seen leadership in the camp.

Do you wish to be a leader? In what?

Where have you been a leader?

What would it take for you to step up and be a leader?

What do you want out of being a leader?

What keeps people from being a leader?

Sunrise Hike

What is it about seeing a sunrise that inspires humankind...or you?

What can you take from this experience and apply it to your goals?

Passion to Action

Wally's Idea Wild and JC's Passion to Action WoFs

How did they put their passions into action?

What steps do you need to take to create something like they did?

What are your passions?

Why is it important to put your passions into action?

How can you make sure that the team will get together and complete the action?

What other things are you passionate about in your life? What projects can you do to take action?

Goofy Olympics

What activity did you feel that your team performed the best on? What was your leadership strategy to make it successful?

What did you learn about leadership through these activities?

How do these activities relate to other activities you've done throughout this week?

Other thoughts of the day

Counselors Words of Focus

Favorite memories of the week, what you learned or took away, what you want to do differently now?

Personal Commitment

Location: Team Spots

Day: Thursday

Time: during Twilight Time

Persons Responsible: Counselors

Equipment needed: Paper, Pens, and Envelope

Objective: Letter to self

Desired Outcomes: When the YRYLarian receives the letter, they will recall the experiences and things they learned at YRYLA...and apply them to their lives.

Set up and instructions: Give form, pen and envelope to each team member. Ask each to write their mailing address on the envelope. Ask each to write a letter to themselves, fold it, and put it into the unsealed, self-addressed envelope. Collect the envelopes and give them to Head JCs at the staff meeting. Every team member must participate.

Counselor facilitation notes: Tell the YRYLarians that they will be writing a letter to themselves summarizing the commitments they are willing to make as a result of their experiences at YRYLA. The commitments can be to themselves, their family, friends, school, or community - whatever the individual wants to genuinely commit to doing.

Help them address the letter correctly. The sad reality is that not everybody knows how to do that anymore.

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes

Unless a YRYLarian asks to share their personal commitment with the team members, this activity will not be debriefed.

Young RYLA: Self Assessment

Name _____ Team: _____

Please circle the word that best represents you:

I give encouragement and verbal support to others.

Never Occasionally Sometimes Most of the time Always

I know when to express my feelings openly without embarrassment.

Never Occasionally Sometimes Most of the time Always

I stand up for what I believe is right even when others are afraid to.

Never Occasionally Sometimes Most of the time Always

I feel empathy (compassion) for other people and show them respect.

Never Occasionally Sometimes Most of the time Always

I feel that I follow through on my commitments even when I don't feel like it.

Never Occasionally Sometimes Most of the time Always

I am eager to learn more about my strengths and where I can improve.

Never Occasionally Sometimes Most of the time Always

I can handle setbacks without giving up or staying discouraged.

Never Occasionally Sometimes Most of the time Always

I am uncomfortable when people say positive things about me.

Never Occasionally Sometimes Most of the time Always

I listen to others to understand them without judgment.

Never Occasionally Sometimes Most of the time Always

When I am uncomfortable in situations, I still see the value of taking reasonable risks.

Never Occasionally Sometimes Most of the time Always

I contribute to the team even when I don't feel like it.

Never Occasionally Sometimes Most of the time Always

When listening to people with whom I have a different opinion, I try to listen for common ground.

Never Occasionally Sometimes Most of the time Always

I feel that I can be honest and admit my mistakes.

Never Occasionally Sometimes Most of the time Always

When working on a team and I have a great idea, I listen to others' ideas to improve the outcome.

Never Occasionally Sometimes Most of the time Always

I want others to recognize how much I have contributed to the team's success.

Never Occasionally Sometimes Most of the time Always

Thank you!

Turn this in to your JC!

~ A Splash of Inspiration ~

"Always be a first rate version of yourself, instead of a second rate version of someone else." -**Judy Garland**

"The greatest oak was once a little nut who held its ground..." -**Unknown**

"The first step towards getting somewhere is to decide that you are not going to stay where you are." -**John Pierpont Morgan**

"Learn as if you were going to live forever. Live as if you were going to die tomorrow." -**Gandhi**

"Whatever you can do, or dream you can, begin it. Boldness has genius, Power, and magic in it." -**Goethe**

Lesson #5:

State of Mind

If you think you are beaten, you are.
If you think you dare not, you don't.
If you think you'd like to win, but you can't
It's almost a cinch you won't.
If you think you'll lose, you've lost.
For out in the world you'll find
Success begins with a person's will—
It's all in the state of mind.

Full many a race is lost
Ere even a race is run,
And many a coward fails
Ere even their work's begun.
THINK BIG and your deeds WILL GROW
Think small and you fall behind.
Think that you can and you will,
It's all in that state of mind.
~Unknown

2013 YRYLA

FRIDAY

Friday		
Time	Activity/Session	Location
6:45	Wake Up	Dorms
7:00	Pack Up and Clean	Dorms
7:30	Breakfast	Dining Hall
8:15	WoF	Allison Pavilion
8:30	River Crossing	Ball Field
9:30	Circle of Friends	Junior's Freaky Forest
9:45	Closing Time with Teams	Outdoor Team Spots
11:00	Closing Speakers	Allison Pavilion
11:45	Slideshow	Allison Pavilion
12:15	Closing Remarks & Adjournment	Allison Pavilion

Pack-up and Clean-up

Location: Dorms

Day: Friday

Time: 7:00-7:30am (30 minutes)

Persons Responsible: Everyone

Equipment needed: None

Objective: Everyone at YRYLA must be packed up and ready to go before breakfast.

Set up and instructions: During Thursday night Twilight Time remind your team members that Friday is the last day and they will be leaving Camp Ponderosa at noon. The morning activity will be to pack up ALL their belongings and have them ready for departure before breakfast. **The ticket to breakfast is to be all packed and ready to go!** Suggest that they do some preliminary packing during quiet time. The nurse will return the medications to the families at the end of camp.

Counselor facilitation notes: At wake up, be in the dorms to supervise the packing. Have the YRYLARIANS double check their bunks and everywhere they may have left something. **Don't let them forget their warm-fuzzy bags.** Have them put their packed bags on their bunks. Encourage them to leave the dorm ready for the next group that will be using it. (Camp Ponderosa is responsible for cleaning the dorms and emptying the trash) Set an example by packing your belongings.

Safety considerations: Nothing should be left on the floor. All trash and loose papers need to be picked up and thrown away.

Suggested debrief ideas that lead to desired outcomes: N/A

River Crossing

Location: Ball Field (or meadow beyond ball field)

Day: Friday

Time: 8:30-9:30 am (60 minutes)

***But try to finish ahead of schedule to allow more time for Circle of Friends!

Persons Responsible: Guru, Counselors

Equipment needed: Two ropes - 150 feet long, 120 file folders

Objectives: 1, 2, 4, 5, 6, 7, for all YRYLarians to demonstrate the power of teams and their interdependence to reach the opposite bank of the "river" at the same time.

Desired Outcomes: Experience in Coaching, Communication, Problem Solving

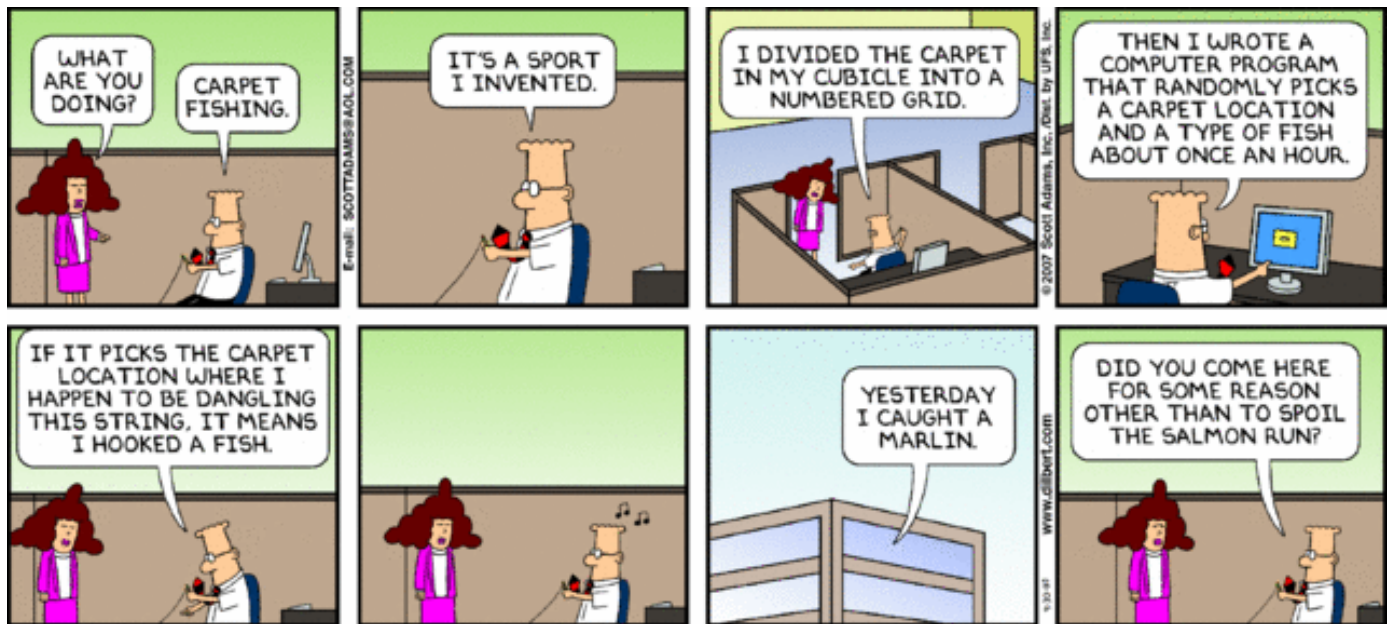
Set up and instructions: Guru and staff will lay the ropes in straight lines parallel to one another, about 25 feet apart, to represent the river. Guru will ask for each team to select a leader who will gather for a conference with her inside the river area. They will be given this information: *"Before you lies a river filled with hungry piranhas. On the banks of the opposite shore lies wisdom that will help you upon your return to school. The completion of this task, be it success or failure, will demonstrate your skills in communication, teamwork, and leadership.*

- *All of you must reach the opposite bank at the same time. You can work in individual teams, but you must get the **whole** team - all 120 of you, across at the same time.*
- *Each of you will receive one "stepping stone". (plastic folder)*
- *You may step on another person's stone momentarily (about 3 seconds) while in motion or passing, but you may only rest on your own stone.*
- *You may not hand your stone to anyone else.*
- *Should **anyone** fall into the river, that person is lost to the flesh-eating fish that lurk in the depths and the whole team must begin again. (Counselors and Rotarians are the flesh-eating fish that keep watch and are the judges)*
- *Voracious piranhas might nip at any exposed toe or heel.*
- *No "scooching" allowed!*
- *You will be given **10 minutes** to plan in your separate teams. (How much info does the leader give the team?)*
- *The leaders will then come together for **5 minutes** to create a joint plan.*
- *You will have **3 minutes** for the representatives to return to their team to finalize the plan.*
- *Time for completion is **15 minutes.**"*

Each YRYLarian will be given a plastic file folder to use as their "stepping stone". At the end of the allotted time, Mikaila will signal "Start!"

Safety considerations: sunburn, losing balance and falling, and *especially* flesh-eating fish.

Suggested debrief ideas that lead to desired outcomes: What strategies worked? What didn't? What could you have done differently? Did you find yourselves watching other teams, and did that give you any ideas? What skills did you use that are useful in life? Did you get all the information that you needed? Was the goal clearly communicated to you? Did your perspective change when you were in the middle of the river? Why? Did you ever feel like you needed to take charge and tell the others what to do? When did that happen? Was it necessary to share the leadership to actually accomplish the goal?



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Circle of Friends

Location: Junior's Freaky Forest

Day: Friday

Time: 9:30-9:45am (15 mins)

Persons Responsible: Guru, Counselors

Equipment needed: none

Objective: 4, 6, To thank everyone from the heart for the amazing week.

Desired Outcome: Gratitude. Connection. Completion

Set up and instructions: Divide all the YRYLarians, Counselors, Rotarians and Staff into two mixed groups so that half are standing in a circle facing outwards and the other half stands on the outside facing in. Everyone is paired. Mikaila will ask us to look into the eyes of the person paired with you acknowledging them and receiving acknowledgment from them. Mikaila will then ask the outer circle to rotate to the next person and repeat the mutual acknowledgments.

Counselor Facilitation Notes: Guru will facilitate

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes: N/A

Final Team Time

Location: Outdoor Team Spots

Day: Friday

Time: 9:45-11:00 (75 minutes)

Persons Responsible: JCs

Equipment needed: "Constellation of Support" string, evaluations

Objective: Wrap up YRYLA in the last team time

Desired Outcomes: All will feel complete about their week at YRYLA.

Set up and instructions:

First spend no longer than 15 mins filling out the final evaluations

Sit in a circle, and pass the ball of string to someone in your group, giving a compliment or affirmation about the week. They will then in turn do the same to someone else in the group. This will happen until everybody has received it, creating quite literally a "Love Web" or a "Constellation of Support". You can repeat this process many times.

Be back at Allison promptly at 11 am.

Closing Speakers

NOTE: Chairs will be set up for family members and friends behind the teams' seating. To avoid confusion and interruptions, ushers will be assigned to direct them to seats in an orderly fashion beginning with the first empty row and filling the rows in sequential order.

Location: Allison Pavilion

Day: Friday

Time: 11:00 - 11:45am (45 minutes)

Persons Responsible: Chair, Head Counselors, Counselors,

Equipment needed: Sound system, microphones.

Objective: 1, 2, 3, 4, 5, 6, 7, The culmination of YRYLA.

Desired Outcomes: All will feel complete about their week at YRYLA.

Set up and instructions: YRYLarians, Counselors, Rotarians and Staff will have the opportunity to speak for no more than 30 seconds about their personal experience of YRYLA. Teams will go on-stage one at a time in alphabetical order. Teams A, C, E, G, I, and K will line up stage left and Teams B, D, F, H, J, and L will line up stage right. Once every member of the team has had the opportunity to speak, the team will take their seats in Allison. Immediately after Team L has spoken, the Counselors, Rotarians and Staff will go onstage. Each person will have a 30-second opportunity for a closing remark.

Counselor and Rotarian facilitation notes: During Twilight Time on Thursday, prep your team to be ready with a 30 second closing remark. On Friday morning, remind them again that they will be given the opportunity to speak during the closing ceremonies. Seat your teams in the above order, A in row 1, C in row 2, E in row 3, G in row 4, I in row 5 and K in row 6 on the left of Allison as you face the stage. Follow suit with Teams B, D, F, H, J, and L in the appropriate rows on the right of Allison. When Head Counselors are ready they will ask each team to line up to be ready to go onstage. Counselors will stay in control of the microphone by holding it for team members to speak into. Give everyone a chance to speak and if they do not want to, ask them to let you know by shaking their head 'no' when you offer them the mike. When the last team member has spoken, usher the team offstage in the same direction as they came onstage. The team next to speak will come onstage as the prior team is departing.

Once all the teams have spoken, Counselors and Rotarians will return to the stage with Staff to give their 30-second closing remarks.

Slide Show

Location: Allison Pavilion

Day: Friday

Time: 11:45-12:15am (30 minutes)

Person Responsible: Photographer

Equipment needed: Computer pre-programmed with pre-tested slide show, including camp music, LCD Projector, Screen.

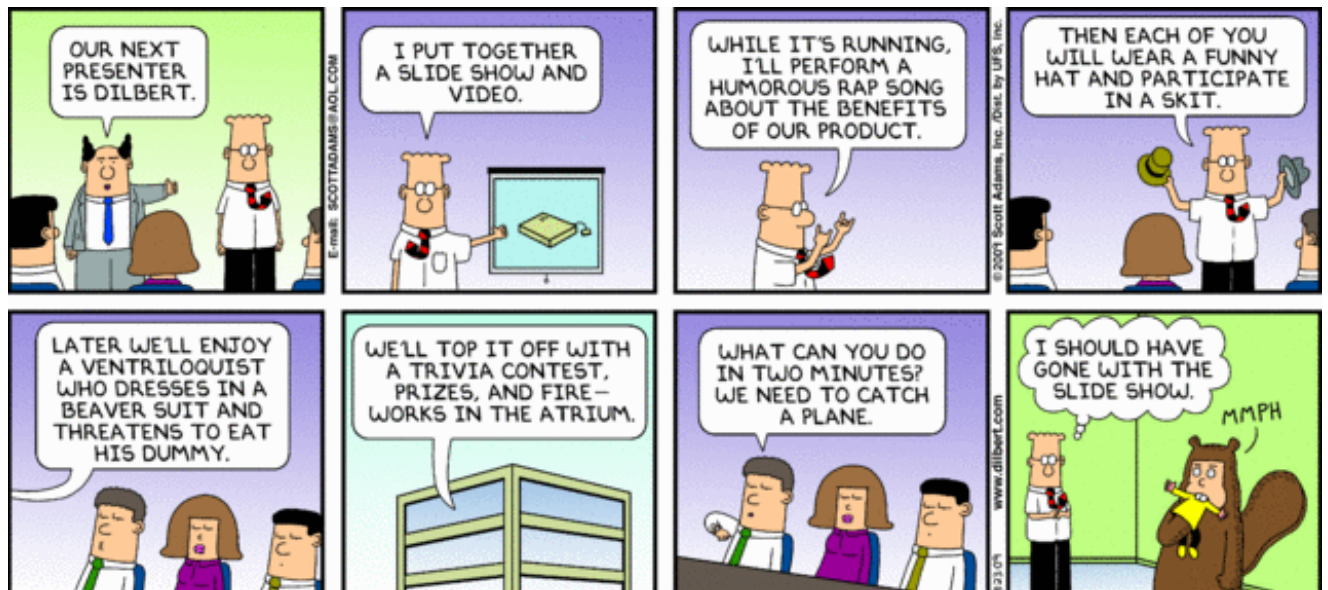
Objective: To reflect on experiences and memories and share them with family and friends.

Desired Outcomes: Delight (and all the other feelings that will come up).

Set up and instructions: YRYLArians will be seated in their teams. Pre-set chairs for families and friends behind Team seating.

Safety considerations: None

Suggested debrief ideas that lead to desired outcomes: N/A



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Post-YRYLA Clean-up

Location: Allison Pavilion, Pikes Lodge, Pine Lodge, Cagle Lodge, (everywhere!)

Day: Friday

Time: 12:30 - 1:30

Persons Responsible: All Counselors, Staff and Rotarians.

Equipment needed: Good eyes, energetic body, can do attitude.

Objective: We will be ready to depart from Camp Ponderosa by 1:30.

Desired Outcomes: No YRYLarian, Counselor or Rotarian will leave anything behind. All trash will be deposited in appropriate receptacles. Pack up all supplies into their appropriate containers in Cagle. Camaraderie will reign, lunch enjoyed, and everyone can be on their way home in a timely way. **EVERYBODY HELPS**

Set up and instructions: Teams will be recruited and assignments given under the direction of:

_____ Allison Pavilion
_____ Cagle Lodge
_____ Pikes Lodge
_____ Pine Lodge

Counselor facilitation notes: Be a role model for your dorms by being fully packed and ready to go by 7:30 am. Recruit your team and let me know who they are at the Thursday night staff meeting.

YRYLA 2013 Evaluation

Rating Scale: 5) Amazing 4) Good 3) Alright 2) Didn't Like it 1) Never Again

Speakers and Presentations

Sunday:	Welcome - District Governors	5	4	3	2	1
	Brain Wise	5	4	3	2	1
	WoF _____	5	4	3	2	1
	Circle of Support	5	4	3	2	1
Monday:	True Colors	5	4	3	2	1
	Life List - Dave Boon	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	Team Building Activities	5	4	3	2	1
	Counselor Skit with props	5	4	3	2	1
	Towers	5	4	3	2	1
	Swept Away	5	4	3	2	1
	Skit Prep	5	4	3	2	1
Tuesday:	Operation Respect	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
Matrix	4 Way Test	5	4	3	2	1
	Core Values	5	4	3	2	1
	Choices	5	4	3	2	1
	Spiderweb	5	4	3	2	1
	Car Car & Trust Walk	5	4	3	2	1
	Ebola	5	4	3	2	1
	Revolving Bookcase	5	4	3	2	1
	All Aboard & Maui Kauai	5	4	3	2	1
	Zip line	5	4	3	2	1
	Challenge Course (low ropes)	5	4	3	2	1
	Finding My Voice- Briana Exum	5	4	3	2	1
	Service Project	5	4	3	2	1
	Wednesday:	Rotary Youth Programs	5	4	3	2
WoF _____		5	4	3	2	1

	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	Hike	5	4	3	2	1
	Walk of Possibilities	5	4	3	2	1
	Take a Look Around	5	4	3	2	1
Thursday:	Passion to Action-Wally Van Sickle	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	WoF _____	5	4	3	2	1
	Sunrise Hike	5	4	3	2	1
	RYLA Ball	5	4	3	2	1
	Comedy Club Skits	5	4	3	2	1
	Goofy Olympics	5	4	3	2	1
	Passion to Action Part 2	5	4	3	2	1
Friday	Dance and Ice Cream Social	5	4	3	2	1
	WoF _____	5	4	3	2	1
	River Crossing	5	4	3	2	1
	Circle of Friends	5	4	3	2	1
All week:	Morning Activities	5	4	3	2	1
	Words of Focus - JCs	5	4	3	2	1
All evenings:	Reflection Time	5	4	3	2	1
	Twilight Time	5	4	3	2	1

Suggestions for Speakers/Presentations:

Suggestions for Team and Group Activities:

Your ideas and comments are welcome.

Thank you

RAIN PLAN MATRIX

These plans may be adjusted at any time, so please pay attention to Chair and Head JCs just in case they do need to be changed

Sunday	
Activity	Rain Plan Location
Ice Breakers during Registration	Pavilion by Zipline
Meet Your Team	Team Spots
Circle of Support	Gym
Monday	
Morning Activities	Split between Indoor Morning Activities
Team Building Activities	Team Spots
Matrix	
Spiderweb	Inanimate Object Improv, Pavillion by Gym
Car Car & Trust Walk	Game Room
Ebola	Gym
All Aboard & Maui Kauai	Pavillion by Zipline
Zipline	Minefield, Bear Den
Challenge Course	Construction Site, Cagle
Wednesday	
Hike	Movie
Thursday	
Sunrise Hike	Indoor Morning Activities
All-Conference Pictures	Allison
RYLA Ball	Gym
Goofy Olympics	Back of Allison, Pavilion by Zipline
Passion to Action Part 2	Team Spots
Friday	
River Crossing	Gym
Circle of Friends	Gym
Closing Team Time	Team Spots

Rain Plan Movie: Remember the Titans

Location: Allison Pavilion

Persons Responsible: Head JCs, Chair

Equipment needed: DVD of *Remember the Titans*, DVD Player, Screen, Note paper, Pens, Popcorn

Objectives: 2, 3, 6 Observe story about leadership and notice how 10 Wise Ways were evidenced in the movie.

Desired Outcomes: Lesson in leadership, relate to 10 Wise Ways.

Set up and instructions: Have movie queued and ready to play. The movie is 113 minutes long. Plan a 10 minute intermission at about 75 minutes for the YRYLarians to get up, stretch, and eat some popcorn.

Counselor facilitation notes:

Be sure your team brings warm clothes. Before the movie begins assign a Wise Way to each team member and ask them to pay particular attention to when and how it shows up...with which character and in what situation. Note paper with a Wise Way is attached.

When the movie is over, the

What problems are portrayed in the movie?

What are the dominant colors of the main characters?

What characters called in a constellation of support, who were they, were they a positive or negative support?

What internal or external red flags did the director use to portray a coming problem?

What were the emotions portrayed?

What was opinion and what was fact?

Who asked questions? What was the right question?

What were the choices made? What were the consequences of their choices...at the time, later, and to others?

Notice the non-verbal communications, the "I" vs. "You" messages, and the double messages.

Notice when the characters use aggressive, passive, passive-aggressive and assertive communication styles.

Safety considerations: Purpling activities.

Rain Activity: Inanimate Object Improv

Location: Pavilion by the Gym

Persons Responsible: Facilitator, JC, SC

Equipment needed: Any inanimate object - could be a chair, traffic cone ... anything

Objectives: 4, 5, to break out of their comfort zone and to practice communicating

Set up and instructions: Have the team stand in a semi-circle around an inanimate object

[the following prompts will be done with different people - up to the facilitator's discretion]

Part 1 (15-20 mins): Have different conferees express different emotions (anger, jealousy, love) towards the object. This can be done alone, in pairs, with their own emotions, with prompted.

Part 2 (15-20 mins): Freeze. This is an improvised acting experience, where a prompted scene takes place (still using the object) and the facilitator yells "freeze!" and substitutes someone new into the scene, then giving another prompt. The actors must assume the same stance and act based on that in the new scene. Prompts could be "you're in a classroom" or "[the object] just threw mayonnaise in your face" or "you're participating in the zombie apocalypse"

Counselor facilitation notes: Encourage everyone to participate. It will seem ridiculous at first, but once everyone joins in it's a lot of fun.

Safety considerations: Just watch for inappropriate acting.

Possible Debrief Questions:

In what ways does this resemble real-life communication?

What was hard about talking to an inanimate object?

How do you feel about improvisation?

How was it different when there were more of you acting?

Rain Plan Activity: Minefield

Location: Bear Den

Persons Responsible: JC, SC

Equipment needed: Chairs, benches, etc.

Objectives: 1, 4, 5, 7, to use trust and communication to get across the room

Set up and instructions: Do not let your conferees see you do this. Set up a rectangular area with obstacles (chairs) in such a way that one could not walk across from one side to the other in a straight line. Blindfold all but two conferees and split them into four groups. Guide each group to stand on one end of the rectangle.

You have somehow arrived in a war zone. The tear gas has left you blind, and there are landmines throughout the field before you, so you must tread softly to the side on the opposite end. Luckily you have two friends who were not affected by the tear gas and can see where the landmines are. You have 20 minutes to get to the opposite side of the minefield. You may not touch any of the landmines, nor may you touch anybody else. If you do touch anything, everyone must start over.

Counselor facilitation notes: Choose your 'seers' strategically,

Safety considerations: Make sure they are moving very slowly. This could be dangerous if people are running into each other.

Possible Debrief Questions:

Who stood out as a leader? How could a blind person 'lead' in this situation?
How does this relate to other activities you may have done?

Rain Activity: Construction Site

Location: Cagle

Persons Responsible: JC, SC

Equipment needed: Lego Kits

Objectives: 1, 2, 5, 6, 7

Set up and instructions: Select one person to be your "Deputy". They will help you take notes, create a sense of integrity, and debrief.

Split the remaining conferees into groups of three and assign them "Architect", "Messenger", and "Builder". Explain that the Architects will all be on one side of Cagle, and that the Builders will be elsewhere. Read the following:

Each team is tasked with replicating a Lego construction exactly the way the Architect sees it. In order to do this, the Architect will give directions to the Builder. But, all communications must be made with the Messenger. So in order to give directions, the Architect will tell the Messenger something, and the Messenger will repeat it word-for-word to the Builder. The Messenger is not allowed to say anything more than exactly what the Architect said. Also, the Builder cannot ask the Messenger anything, nor can the Messenger tell the Architect anything regarding the progress of the Builder's Lego construction. You have 30 minutes.

Counselor facilitation notes:

Choose your most kinetic conferees to be Architects - they will be challenged to sit still and only give verbal directions. Choose your most vocal leaders to be Messengers - they will be challenged to say only what was said to them. Choose your most curious and inquisitive conferees to be Builders - they will be challenged to take directions without being able to ask questions.

Possible Debrief Questions:

What was most frustrating?

What role would you have preferred?

How was it difficult to keep your team's integrity?

How is it difficult to be honest in school? at home?

What is the value of asking questions?

Three Hoops Theme

