

Geneva
Glen
Program
Outcomes

Summer



2010

The "Fruitage"
of the 2010
Summer

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Summary of Summer Fruitage Program - Holly Romig

Introduction

When Ken and Nancy asked me to gather stories about Geneva Glen, and to try to see it through relatively objective eyes, I was intrigued. Being here 50+ years after I was a camper and on staff has been a revitalizing experience. In my professional life I have been engaged in efforts to assist children and adults who have been on the short end of life's stick in almost every way imaginable, and to train the staff who are charged with this responsibility. I have also led an excellent social services agency through the accreditation process and watched their struggles to build a culture that is collaborative and focused on continuously improving their performance and services – I know what illusive goals those can be.

Through the years of working to improve the lives of the less fortunate, I have been heartened to know that Ken and Nancy, here at Geneva Glen, continue to nurture the strong and to build the leaders who are so desperately needed in the world. This summer has been a gift to me in many ways; I have gotten to know a whole new generation of dedicated, talented, beautiful people, both staff and campers, who are being encouraged to be their best selves, to hold true to their values, to be of service to others – things that seem all but forgotten in today's society. The culture here is one of teamwork, of having everyone contribute their gifts, of inclusion – what a hopeful place this is! "Continuous quality improvement," a catchword in the corporate world, happens quite naturally here, as this is everyone's place, these are everybody's kids, and everyone is trying to make it better every day, not just at board meetings.

During Staff Orientation, I was amazed at the depth and breadth of the training these young people received. The skills they learn and the experience they gain here will translate beautifully in their professional lives, regardless of what paths they take. The support and constant reinforcement of their efforts, and the gentle but firm leadership from the directors provide a rare opportunity to grow and take chances in a safe environment.

I am so grateful to have been able to spend a summer again in this place that challenges and feeds us all. – Holly Romig, LMFT

Summary

Geneva Glen is an anomaly. During these times of corrosive national cynicism, when one trusted institution after another proves to be all too susceptible to human weakness, greed and self-aggrandizement, this place moves in a different direction.

Geneva Glen offers young people goals to strive for, traditions to uphold, values to clarify and deepen, leadership opportunities, and the experience of working to be your best self. Living in community with 300 people in a rustic, outdoor setting provides challenges daily, and develops friendships that rise naturally from the teamwork and focus on others that this requires.

At first glance, this appears to be just another summer camp, filled with children racing from one event to the next, playing as only children can play, and getting gloriously dirty. But talk to the campers, to the staff, to the parents, and a different picture emerges. What brings children back summer after summer, first as campers, then as staff, then as parents sending their own children here in hopes that they will be touched by the "magic of the Glen," too, is an interwoven, often subtle, combination of answers.

The most obvious asset, of course, is the quality of people who are attracted to work as hard or harder than they've ever worked, in rather primitive conditions, for a meager salary by the world's standards. Where else can you get an Olympic athlete leading hikes, a Notre Dame graduate digging ditches, an opera singer leading "The Muffin Song," a New York actor directing a camper musical revue, or a Harvard graduate cheering on the 13-year-olds in their softball game? The secret to success in maintaining exceptional staff year after year is caught in the proud phrase, "We grow our own."

The culture that has been created and sustained through the years provides, through tradition and ritual, a framework of values and standards. Respect and reverence for the original directors, Harold and Iris Gilmore, is demonstrated in many ways by the current directors, Ken and Nancy Atkinson. From the story of Sir Roland, told by Lady Iris on video, to the singing of "Swing Low, Sweet Chariot," a favorite of Mr. Gil's, the heart and beginnings of Geneva Glen are honored. The true homage to their legacy has been the enrichment of the programs by the creative talents and leadership of Ken and Nancy, who have kept the faith for so long, and by the many people who have added their gifts to the program in song, dance, art work and ceremony.

But the culture is much more than what happens on the surface. Begun as a religious camp overseen by the National Council of Churches, and having evolved to embrace many religions, a love of God and a spirituality pervade so many of the camp activities, from saying Grace at every meal to Vespers services. God is definitely involved in what goes on here.

There is a deep commitment to preparing young people to be leaders, and to creating a place of love and acceptance for many diverse personalities and backgrounds. Inclusiveness is a core value, and it is demonstrated on a daily basis, as shy, quiet campers and staff members are not overshadowed by their ebullient, alpha community members, but are encouraged to contribute in their own unique ways.

Recognition and praise are a common aspect of life at camp, as well, and are built into Camp Family meetings and gatherings, to set the standard for how to respect and acknowledge others. The show of love and affection for one another is a daily occurrence, from hugs and backrubs to playful roughhousing. This high-touch environment is clearly a large part of the children's enjoyment of camp, and it is common to see campers literally hanging onto their counselors. It is a great natural pleasure for children to be able to trust adults instead of having to be cautious and wary. Again, Geneva Glen runs counter to the prevalent culture. In this atmosphere, lifelong relationships flourish.

Intentional silliness is encouraged as a way to let go of achievement-oriented and social status-seeking activities and let down one's "cool." It is not unusual to see campers and staff alike walking around with painted faces, costumes and balloon hats, or dancing with abandon to the music of the Banjo Man. Campers are given many opportunities to share their talents or to just dress up and be a part of a silly skit during Council Fires and other creative endeavors.

Campers are prepared for leadership right from the start. They are divested of their electronic diversions, encouraged to play in the dirt and to explore the natural world, and to let their own fertile imaginations loose – they have time to think about things. Richard Louv, author of *Last Child in the Woods*, would be pleased to see campers come back from overnights in the mountains, filled with memories of seeing the stars overhead, or hearing about hikes and "Open Space Trips" to explore some of the beautiful spots in Colorado. There is no "nature-deficit disorder" here, for most activities take place outside, and children are taught about the native wildlife, trees and flowers as part of their experience at camp.

Every session of camp is imbued with the idealism that inspires young minds and ignites a desire to strive for higher goals. American Heritage pays respect to the Native American cultures and the explorers and settlers of our country's early years; the Knighthood Program teaches the values and standards of chivalry; World Friendship celebrates cultures from all over the globe and encourages tolerance and acceptance; Myths and Magic, for the youngest campers, revels in imagination, with fairies and dragons galore. The children are mentored, both in ceremony and in everyday life by excellent role models all around them, who are consciously devoted to helping them to develop and grow and challenge themselves.

The role models themselves are nurtured and guided. Each year, at the beginning of the camp season, the staff members are brought together for a week of training, fellowship and preparation to focus their energies on helping each camper have a memorable experience. During this week, the veterans teach the newcomers, the bonds of friendship are begun or renewed, and a solid base of understanding of the values and traditions of camp is gained. During the rest of the season, staff in-service training is regularly provided to address any issues that have developed and to acknowledge the efforts of staff during the past session. The emphasis is to keep the focus and values of camp strong and to reinforce the community spirit.

For almost 90 years, Geneva Glen has flourished, struggled, ebbed and flowed through the decades and generations of people coming to give of their talent, energy and love, and to learn and grow in this culture of love, acceptance and high expectation. The camp motto, "Cherishing the Past, Seeding the Future" captures the essence of this place, beloved by so many.

Listen to the voices of campers, parents and staff:

"My camp, Geneva Glen, is a place where I feel inspired to be a better person. At the end of the two weeks, I feel much better about myself, as well as much more responsible. I come home feeling like a new person. While at camp, I am happier than I am all year. I learn to be myself and love who I am."

"Geneva Glen really means the world to me, as do all of the people there. I arrive at camp as just a girl, and I leave as myself."

"Oh, camp has bettered my life in so many ways! I've learned so many things, and I've learned to be chivalrous. To be chivalrous means to show respect to myself and to other people and to the earth."

"A culture of love and acceptance."

"...we've also spent the last two nights with more tears and lots of talking about why Geneva Glen is so great....She says it's a magical place. I couldn't agree more."

"...I have never seen her happier. She has blossomed this summer – she has matured and gained confidence and found a wonderful group of friends that she loves and love her for all the right reasons. They all seem to have such respect for who one another is as a person – it is so refreshing. Just an amazing group of young people. I can't thank you enough for the opportunity. I feel so grateful to Ken and Nancy. I don't fully understand your camp experience but I do understand that my family is better and my kids have more depth of character having grown up under your tutelage."

"I'm so excited for each new camper, for what they're going to experience."

"I love the Knighthood Program, but I think the 'Magic of the Glen' spirit goes throughout all the sessions. In the Ladies' Program, each camper gets personal acknowledgement, which is wonderful, but the beauty of American Heritage and World Friendship is that the kids just get to be a part of the whole experience and relax and just have fun."

"I have helped my own campers guard the castle gate by expecting the best in them, believing they are virtuous campers, and letting them know that they are capable of winning the battle over self. I am grateful for the patience my campers taught me, and the beauty of being in this place with vibrant, energetic, love-filled children and staff."

Goals & Outcomes Narratives

The Spiral Ceremony

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds
- Develops commitment to enduring values and respect

Event

As a part of the American Heritage program, a Spiral Ceremony, done in Native American tradition, is held in the council ring for senior girl campers. As the campers enter the council ring silently, they are greeted by female senior counselors and administrative staff, who are gathered around the spiral in the center of the ring. Poetry is read at the beginning and end of the ceremony (e.g. "Phenomenal Woman" by Maya Angelou - could substitute the Native American poem – what's the name/author?) and the camp director explains the purpose of the ceremony, which is to discuss issues within a safe environment that are facing young women.

The five areas discussed are: relationships, gifts/talents, body image, sexuality and spirituality. Each of these areas is illustrated by a counselor telling a personal story about her experiences. The campers are then divided into small groups to share their own experiences if they so choose. The campers are then invited to enter the spiral and to individually receive a "blessing" from women representing each of the five areas, and each receives a necklace as a memento of the occasion.

Outcome

The ceremony honors the Native American cultures by emulating their ceremonies. The role modeling provided by the counselors' openness and honesty provides a supportive, safe way for young women to learn about and to share personal issues, and to feel strengthened and encouraged.

Oh Mama

- Promotes discovery of one's own dignity and worth

Event

At the "Oh, Mama" swing, most of the Hilltop dorm boys (the youngest campers) were enjoying the thrill of swinging out over the hill. Several of the smallest boys, however, were afraid to try, and kept refusing to go. A counselor kept talking to the boys, gently encouraging them, and told them she would walk down to the swing ladder with them if they wanted her to go with them. Eventually, both boys overcame their fears and tried the swing,

Outcome

These small campers learned to take a risk, with the support of counselors, and increased their sense of competence.

Experience in Nature

- Stimulates love for and care of the natural world

Event

A young teenage girl camper was allowed to just sit in the forest by herself and be quiet. In time, a deer came to lick her on the arm, which was a very meaningful experience to her.

Outcome

The camper feels very connected to animals and the natural world.

Off Season Camper / Counselor Relationship

- Develops commitment to enduring values and respect

Event

A camper who had kept in touch with her counselor throughout the year got into a terrible fight with a friend, and contacted her counselor to talk the experience through; the girl was worried that she hadn't acted properly during the fight, and perhaps she didn't deserve the "charm" that the counselor had given her during Ladies Court in the Knighthood program.

Outcome

The counselor reinforced the camper's strong allegiance to the values of the Knighthood program, and gave support and guidance in the "off season" of camp.

Horseback Riding

- Stimulates love for and care of the natural world
- Promotes discovery of one's own dignity and worth

Event

A timid camper expressed being terrified of horses; through encouragement, she was able to ride a horse and gain self-confidence. She later was experiencing intense fear, and was sobbing, over the prospect of going on an overnight and sleeping outside. The counselors reminded her of how she was able to overcome her fear of horses, and that gave her the courage to go on the overnight. She later reported that she had a wonderful time.

Outcome

Fearfulness and timidity were overcome in a natural, supportive way that avoided escalation into a huge issue. "We don't have time to deal with the kids on a 1:1 basis, and they get over things much more quickly than if a lot of focus is put on the event."

Homesickness / Creative Counseling

- Promotes discovery of one's own dignity and worth

Event

During Myths & Magic, a session for the youngest campers, a small girl was terribly homesick and wasn't eating. The counselor consulted with the camp director, who created a situation where the homesick girl could be "magically chosen" to get to wear a special princess hat. The little girl was seen with that hat on at all times (even playing volleyball!) and the homesickness disappeared.

Outcome

Alertness to the camper's distress and a quick, creative intervention made all the difference in one camper's experience.

Campership Program

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds

- Develops commitment to enduring values and respect

Event

A 13-year-old, first-time camper at Geneva Glen had been in a serious car accident 18 months prior to coming to camp. He still had to wear a leg brace, had no vision in his right eye, and had tremendous difficulty speaking because of damage to his throat and larynx as a result of the accident, and would therefore have a hard time making friends and communicating.

On the very first morning of camp, his counselor sought out specific information on the camper and found out that he had learned to speak in sign language after his accident. By lunchtime, he had the camper teaching his dorm-mates sign language, and there were plans to have him help teach a sign language course for all of camp. The counselors told the boys in the dorm the story about the camper one at a time, so they understood what had happened and could be better prepared to make friends.

Outcome

The camper, who had been isolated since his accident because of his speech problems, was made to feel a part of the group, and was recognized for a skill he had that he could contribute to others. He was shown a new way to communicate and make the friends he so desperately wanted and needed.

Knighthood Program

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds
- Develops commitment to enduring values and respect
- Inspires service and responsibility to foster exemplary school and community values

Event

As a part of being introduced to the Knighthood program, the boys and girls each had a separate "mock" ceremony to define and explain the values and ideals of the program. As a part of the Ladies' Court introduction, the campers were asked to talk to the group, if they chose, about what the program meant to them. Several of the girls stood and expressed their love of the program, and how memories of what they had experienced at camp had helped them to remain true to themselves and stay strong.

One camper talked about being diagnosed with Juvenile Diabetes, and that seeing her Ladies' Court bracelets and remembering what she had been taught helped her to accept her situation. Another girl talked about having her bracelets hung by her bed to remind her of the values she held to help her deal with her parents' marital problems. Another girl stood and tearfully spoke of a period during the school year where she had been bullying another girl, and that the Knighthood program and her Ladies' Court bracelets helped her to change her behavior.

Outcome

The young people have an opportunity to clarify and deepen their values, with guidance and support from the "elders" at camp, and to be recognized for their individual qualities and strengths.

Hiking / W.E.

- Stimulates love for and care of the natural world

Event

"I took my kids on a challenging hike and I knew their excitement of the 'natural' experience by the looks in their eyes and their exclamations of curiosity and excitement."

Outcome

The campers were able to strengthen their understanding and love of nature through camp activities.

Avalon

- Stimulates love for and care of the natural world
- Promotes discovery of one's own dignity and worth

Event

During the Knighthood program, the girls all depart one afternoon for a "trip to Avalon," and hike to Black Canyon, while the boys stay back at camp to do special activities. As a part of the Avalon trip, all the girls gather in an Aspen grove around a tree that has a wreath hanging on a branch. Each cabin decides on a flower that best represents them, based on "The Language of Flowers," and places that flower on the wreath that will be used as a part of the Ladies' Court ceremony that concludes Knighthood I.

Outcome

Spending time outdoors in relaxed fellowship and learning about what different flowers represent encourages love for nature and deepens friendships.

Ladies Court

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds
- Develops commitment to enduring values and respect
- Inspires service and responsibility to foster exemplary school and community values

Event

As a part of the Ladies' Court ceremony, each female camper and staff member is given a bracelet with a charm that represents a special quality in that individual. In preparation for the ceremony, staff members confer at length about each person, and make a genuine effort to recognize and describe the individual's qualities that have been demonstrated at camp. A special effort is made to recognize an aspect of the person that would mean the most to them.

Outcome

Each person is honored for unique qualities in themselves that they might not have recognized or valued, in a meaningful ceremony in front of their peers.

Knight's Program – Ranks and Probation

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds
- Develops commitment to enduring values and respect
- Inspires service and responsibility to foster exemplary school and community values

Event

A camper had been “held back” from getting his rank during the Knighthood Program, and came back to camp the next year because “I was not going to accept that.” He worked harder at living up to the values of the program, and received his rank.

Outcome

This individual learned to strive for a goal and to uphold the values of the Knighthood Program and Geneva Glen.

Event

An outstanding camper, who has achieved the rank of Sir Knight in the Knighthood Program, stated that one of the main things he learned in the program was that it wasn’t so much about just doing the right thing, but it was about being the right person.

Outcome

This person has learned the true value of the Knighthood Program and has developed exemplary leadership qualities.

Airport Run Counseling

- Promotes discovery of one’s own dignity and worth

Event

A very shy young camper arrived at the airport for his first year at camp. He was timid and quiet at first, but the staff member (David) kept talking to him, asking him about things he was interested in, and telling him about camp. By the time the camper arrived at camp, he was excited and talkative and ready for a new experience.

Outcome

What could have been an intimidating experience for this young boy turned out to be a way to boost his self-confidence.

Treetop to Treeline

- Stimulates love for and care of the natural world

Event

Each summer, toward the end of the season, the camp directors, and the directors of the Teen Trainee program, take the trainees on a “field trip” to Summit Lake on Mt. Evans for a program called “Treetop to Treeline.” The purpose of this trip is three-fold:

1. to introduce these campers to the different life zones and ecosystems in the different elevations between 5,500’ and 12,700’ above sea level, and to give some history of the area, both recent, and geologic
2. To spend “one-on-one” time with the trainees and get to know them,
3. To de-brief the summer and help prepare them for future involvement in camp as leaders

Outcome

Trainees have a chance to feel relaxed in a social environment with the camp directors, and get to know them on a more casual level. They grow in their appreciation for the Colorado landscape and biodiversity, gaining knowledge of the natural world to pass along to future campers. Trainees give their appraisal of the summer,

evaluating strengths and weaknesses of the trainee program; recommending consideration for future leaders which gives them a sense of empowerment with the future of camp's leadership. Through positive interaction, they deepen their appreciation of potential leadership opportunities they face in the coming 5 years, and strengthen their devotion to the camp's future.

Camper / Counselor Mentor Relationship

- Promotes discovery of one's own dignity and worth
- Encourages respect for all races, creeds and backgrounds
- Develops commitment to enduring values and respect
- Inspires service and responsibility to foster exemplary school and community values

Event

One of the most powerful aspects of camp life is the mentoring of young people by their counselors and staff. This is a very intentional part of each camp session, and is facilitated both formally and informally, through ceremony and the daily efforts by staff to really get to know their campers. For example, during Knighthood, male campers who are striving for the higher ranks have "attachment talks" with a counselor to discuss their strengths and goals for improvement. This provides a rare opportunity for both parties: a chance for a young person to have individual time and attention from a staff member he admires, and, for the counselor, the satisfaction that comes from sharing knowledge and "fathering" a young boy.

Outcome

Campers and counselors alike deepen their relationships and clarify and strengthen their own values.

What makes Geneva Glen work?

Staff, parent and camper quotes

Camper Quotes

- “A culture of love and acceptance.”
- “It’s where you can most be yourself.”
- “You learn the people you want to have in your life.”
- “The pressure is off. You don’t worry about what people think of you because everyone accepts you.”
- “It’s where being goofy and silly is normal.”
- “You’re not scheduled all the time – you can choose what you want to do. Nobody is bossing you around.”
- “Goofy songs. Ceremonies.”
- “When something happens (e.g. gossiping, fights), the counselors intervene and things get resolved. Gossip travels fast, so everyone knows when something’s wrong, and when it gets fixed.”
- “Independence.”
- “Kids are encouraged not to “wafer,” i.e. be a vanilla wafer, wallflower, and to get involved. The kids pull each other up on this.”
- “Counselors are friend-sized when you’re older. They give more guidance when we’re younger.”
- “Years of families raising their kids with GG values.”
- “The sense that the counselors are really running things.”
- “Time to just sit, wander, talk to friends, without having to achieve.”
- “Having a new set of camp friends made me more ‘out there,’ not so reserved. The spirit of the place is so positive and non-judgmental – you can be whoever.”
- “Camp is another environment – a place unadulterated by social norms, a concentration of friends you see once a year. It’s an escape for everybody, as it is extremely accepting and supportive.”
- “The Knighthood Program means acceptance and trusting people.”
- “Who wouldn’t love camp? It’s the most loving place on earth!”
- “My camp, Geneva Glen, is a place where I feel inspired to be a better person. At the end of the two weeks, I feel much better about myself, as well as much more responsible. I come home feeling like a new person. While at camp, I am happier than I am all year. I learn to be myself and love who I am.
- Every year, each female camper receives a bracelet with a charm painted on it. There are 13 charms, or virtues, of the Glen, such as courage, love, joy and enthusiasm, and humility. Each charm has a symbol that represents it, and is painted on the bracelet. The counselors choose which charm best reflects each camper during the two weeks of camp. If any one of us is going through a hard time outside of camp, wearing the bracelets really helps us realize that we have that virtue within us. The four bracelets I have received have the charms of sincerity, growth, sharing, and humility painted on them.
- In addition to the bracelets, there are friends that really change my life. This is a place where everyone can be themselves, and we all are able to talk about anything to each other because we trust one another. Because camp is such a special place, so removed from our normal life at home, my relationship with camp friends is deeper and more meaningful. I trust these friends more, and I know I can talk to them about anything. We are all so close. Even people I have known for one day are as good of a friend as many of my best friends who I have known for years. People like this are hard to find, so I am lucky to have a place with so many of them.

- I am also inspired by the counselors, because I dream of being a counselor when I am older. I could see myself being a great leader because I was a camper once, just like them.
- Geneva Glen really means the world to me, as do all of the people there. I arrive at camp as just a girl, and I leave as myself.”
- “I saw a new kid who didn’t like the Knighthood program – he had problems at home and I kept thinking how much the program would help him.”
- “My father told me that I’d always remember the smell of Geneva Glen, the pine trees and everything. This is a very welcoming place.”
- “I would just like to thank you for what you do for camp. I just got home from Knighthood I and I was in Cabin 5. This year was my seventh year at camp, and I can’t tell you how much it means to me that you make camp such an amazing place year after year. Knighthood, especially, the Ladies’ Program, helps me so much as a person. As hard as my life gets at times, no matter how many girls are mean or rumors spread, I know that Knighthood is there for me to help me stay strong. I have learned so much about myself and other people through the program, which gets more meaningful each year. I can’t even put into words how much I love camp, and I just wanted to let you know that. What you do for camp is amazing, and I thank you from the bottom of my heart.”
- “Camp and Knighthood is home.”
- “Oh, camp has bettered my life in so many ways! I’ve learned so many things, and I’ve learned to be chivalrous. To be chivalrous means to show respect to myself and to other people and to the earth.”

Staff Quotes

- “This place runs so smoothly, Ken and Nancy trust us to handle things.”
- “Dorm/cabin time is a great time to help kids develop. You can choose the quiet ones to be in a leadership role. It’s a great time to talk about things.”
- “Intentional silliness helps to break down barriers and inhibitions.”
- “It’s what you do after the applause dies down.” (comment after staff member received Gold Star)
- “I’m so excited for each new camper, for what they’re going to experience.”
- “My sister was a camper here, but I never came to camp and didn’t understand when she talked about Knighthood. Now that I’ve been on staff, I know. My sister said, ‘I’m so glad we can hold each other accountable for the charms of the Ladies’ Program now.’ It makes us closer.”
- “I love the Knighthood Program, but I think the ‘Magic of the Glen’ spirit goes throughout all the sessions. In the Ladies’ Program, each camper gets personal acknowledgement, which is wonderful, but the beauty of American Heritage and World Friendship is that the kids just get to be a part of the whole experience and relax and just have fun.”

Parent Quotes

- “Counselors come heart first.”
- “I cannot thank you enough for allowing me and my girls to visit the camp and attend Council Ring. Bonnie was a lovely guide – so friendly and kind to the girls – and learning that she lives in Virginia just a few miles from our home, was such fun! We hope to connect in August when she gets back. I may have found a new babysitter! I spoke briefly with Nancy at Council Ring. She is truly an amazing woman with a wonderful spirit. I wish I were a camper again!”
- “I want to go back to camp on Tuesday.....I've got to tell you that my little girl had the BEST time ever. Came off the plane with tears in her eyes because she already missed it. We've also spent the last two

nights with more tears and lots of talking about why Geneva Glen is so great....She says it's a magical place. I couldn't agree more. Henry loved being in Sword Soliloquy. Told me he had a big speaking part and is loving that a lot of the same boys are coming back every year! Thanks for keeping GG so magical.”

- “I just wanted to pass on the words Stephen used to sum up Knighthood II during his car ride home: “This was my best Knighthood session EVER.” As we drove him up to camp two weeks ago, he told us he intended to ask Dan to be his mentor; and his joy at discovering that Dan was also his counselor again this year was considerable. I know that his meetings with his Attachment meant a great deal to Stephen, and that he learned a lot from Dan. We’re lucky to have Stephen among such great people year after year, and we so appreciate all you’re teaching him. He’s already talking about next year.” -
- “I am Ainsley and Ava’s mom, they just finished Knighthood II. I cannot tell you enough how much they loved camp. Ainsley cried most of the way home, she missed her cabin mates and counselors so much. They have always loved camp, but something this year, especially with Ainsley has really hit home with her. Thank you so much for such a positive experience, yet again. Their counselors are such great role models and such loving girls too their campers. Thank you again and we look forward to seeing you many more years.”
- “Thank you so much for sharing these photos with me – they are wonderful. I don’t fully understand what all this means, but I do understand from all my children that this was an amazing session for Colin. The Sir Knight, in particular, as well as being elected to Court, were amazing accomplishments. I would love to talk to you about it any time.
- I also want to thank you for having Meg on staff this year. I have never seen her happier. She has blossomed this summer – she has matured and gained confidence and found a wonderful group of friends that she loves and love her for all the right reasons. They all seem to have such respect for who one another is as a person – it is so refreshing. Just an amazing group of young people. Meg has taken such pride in the work she has done this summer – really reached beyond anything she thought she could do. I can’t thank you enough for the opportunity. I feel so grateful to you and Nancy. I don’t fully understand your camp experience but I do understand that my family is better and my kids have more depth of character having grown up under your tutelage.”

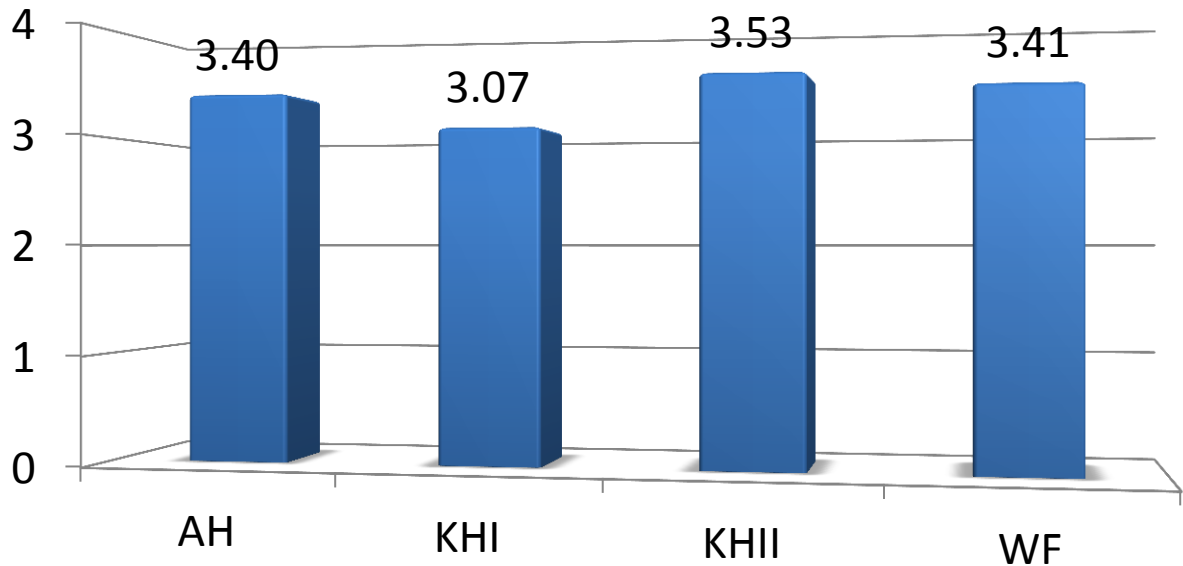
Youth Outcomes Battery Analysis

Young Camper Survey Analysis

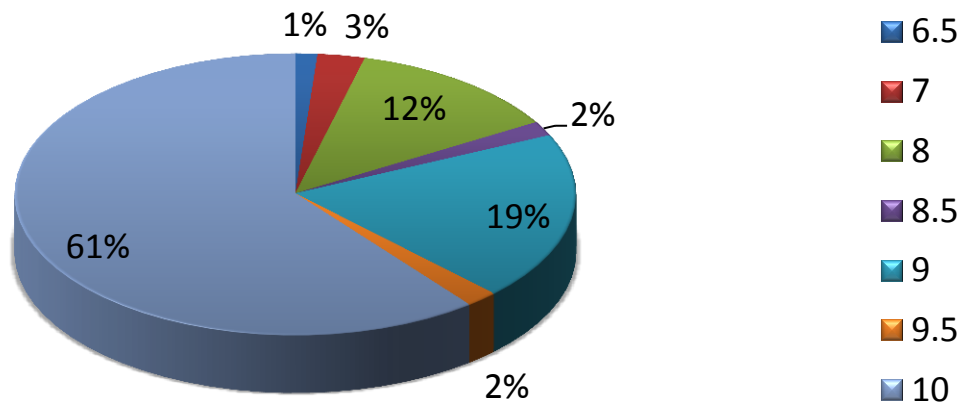
- 55 Campers were interviewed representing approximately 20% of that demographic
- 14 Question Survey Yields a “Total Result” (not module/outcome based)
- Grades 2-5

85.45% of the campers surveyed felt that they learned “a little” to “a lot” about friendship, independence, teamwork, family citizenship, perceived competence, interest in exploration and responsibility.

Average Scores By Session



Satisfaction Results



Average: 9.3

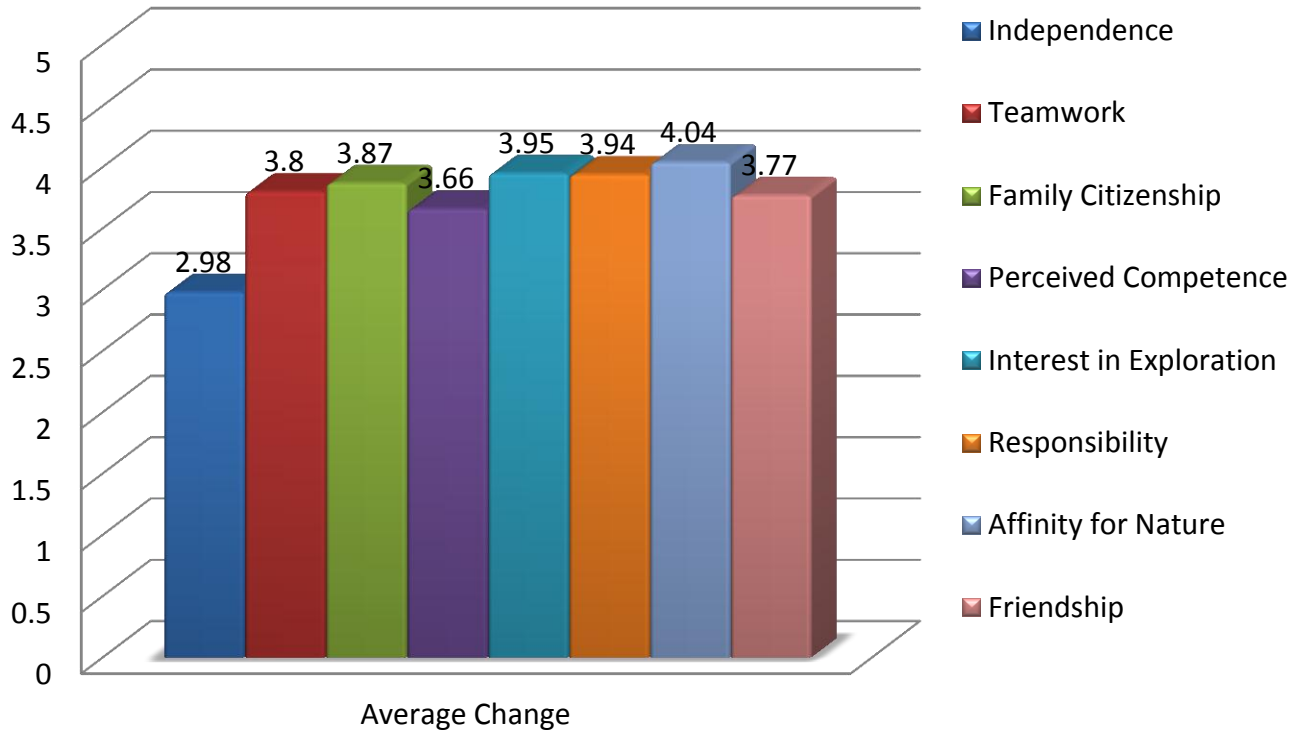
Basic Older Camper Survey

Basic Older Camper Demographic

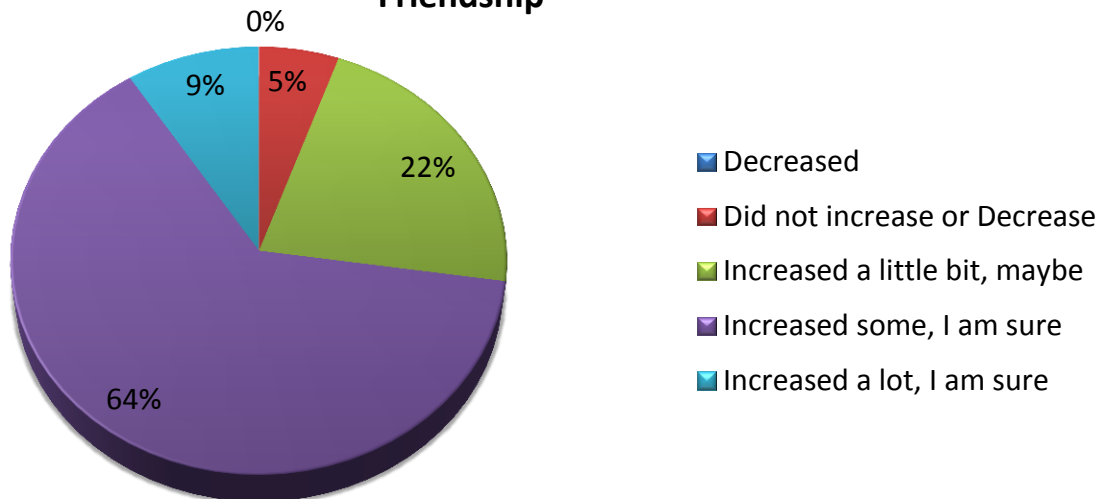
- 57 Campers were interviewed representing approximately 15% of that demographic
- 8 Outcomes were surveyed (66 questions)
- Grade 6-8

Basic Older Camper Survey Analysis

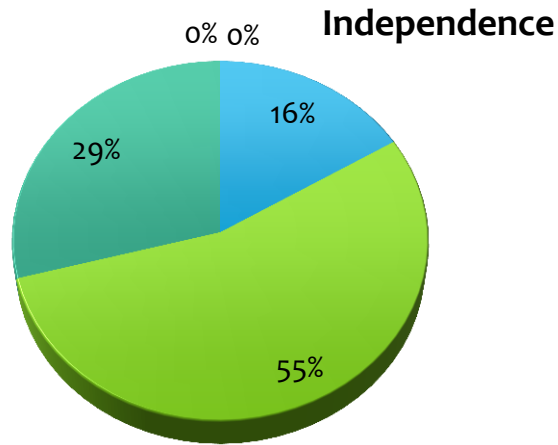
Average Scores by Outcome



Friendship

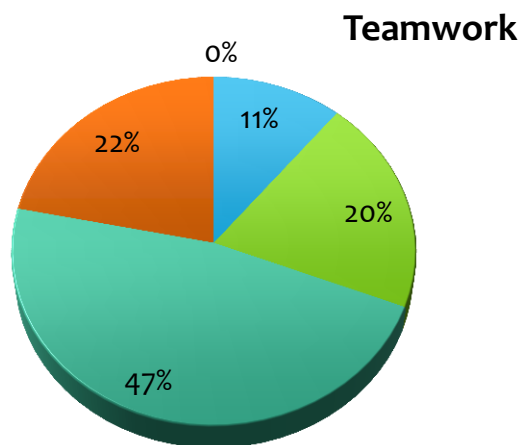


- 95% felt that camp helped increase their friendship skills.
- Strongest in Knighthood II



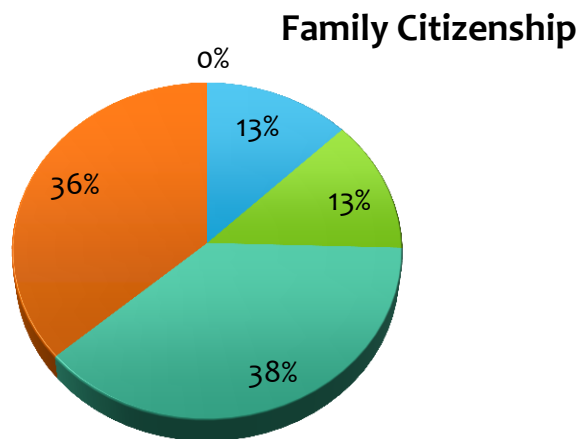
- Decreased
- Did not increase or Decrease
- Increased a little bit, maybe
- Increased some, I am sure
- Increased a lot, I am sure

- 84% felt that camp helped increase their independence



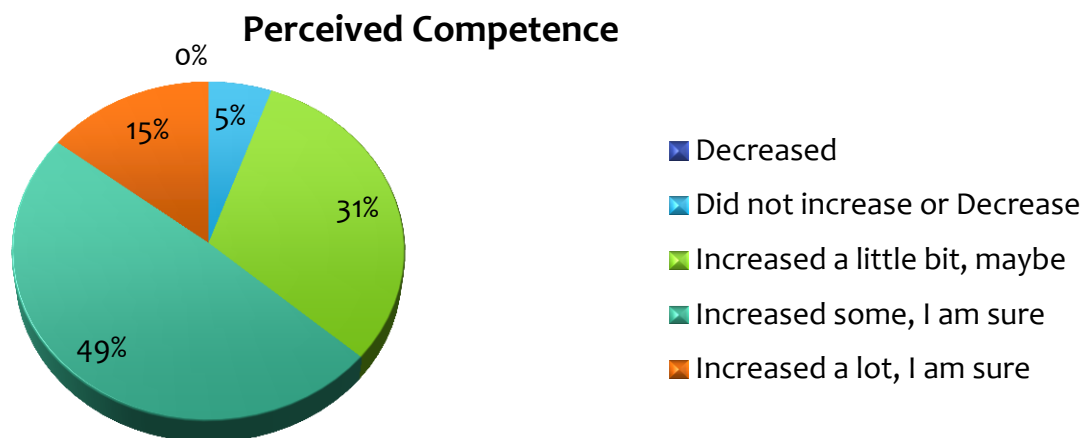
- Decreased
- Did not increase or Decrease
- Increased a little bit, maybe
- Increased some, I am sure
- Increased a lot, I am sure

- 89% felt that camp helped increase their teamwork skills

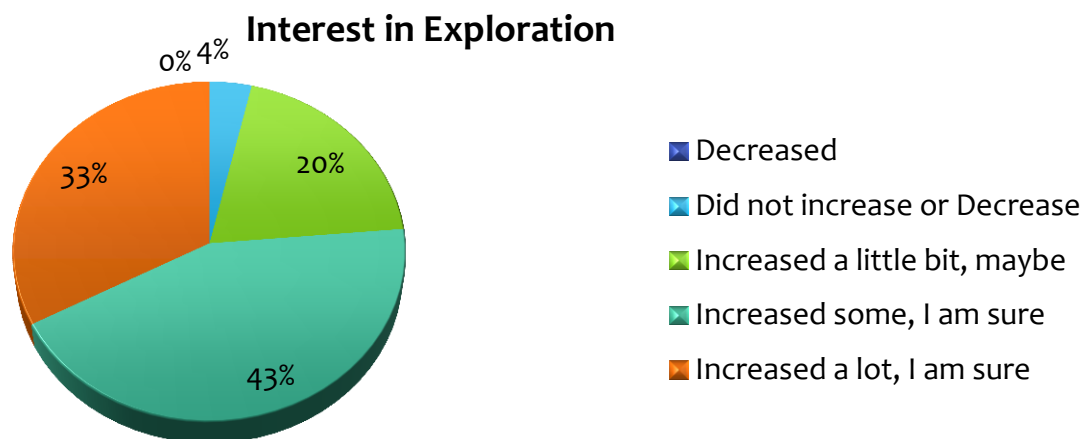


- Decreased
- Did not increase or Decrease
- Increased a little bit, maybe
- Increased some, I am sure
- Increased a lot, I am sure

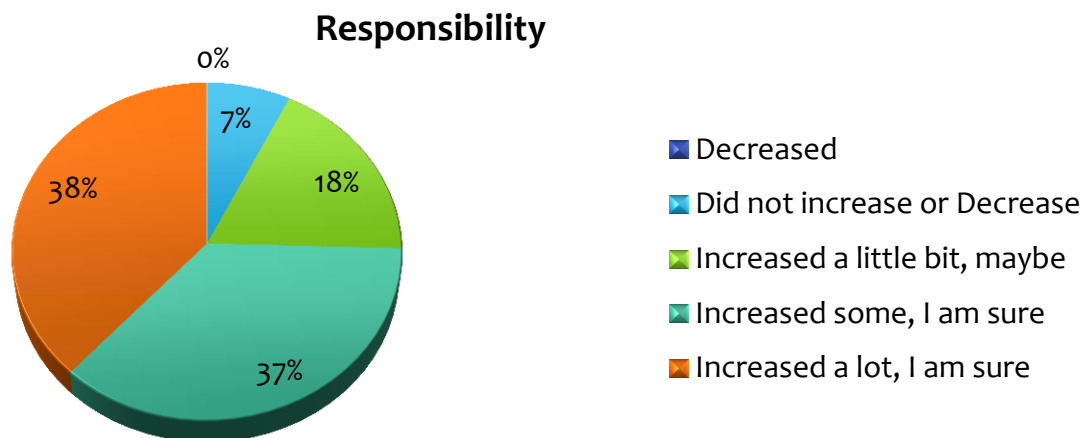
- 87% felt that camp helped them become better family members



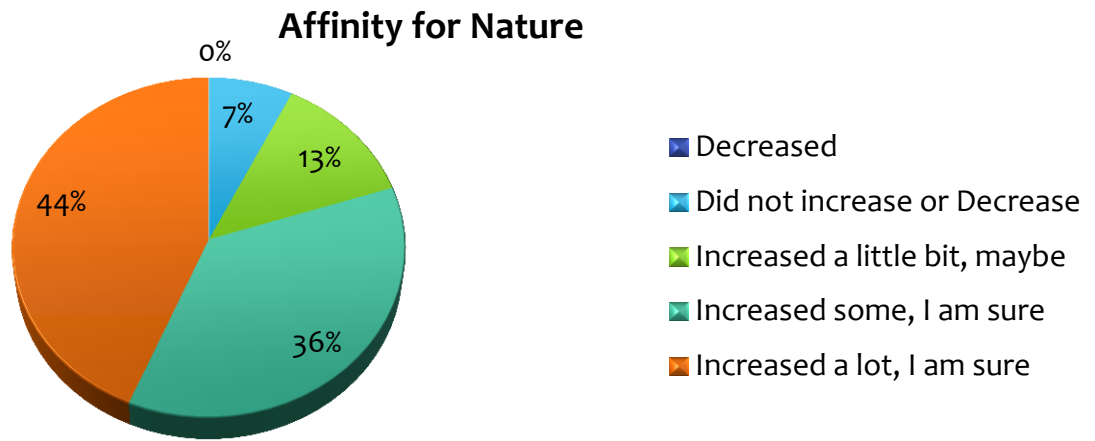
- 95% felt more confident as a result of camp!



- 96% felt that camp increased their interest in learning and trying to do new things

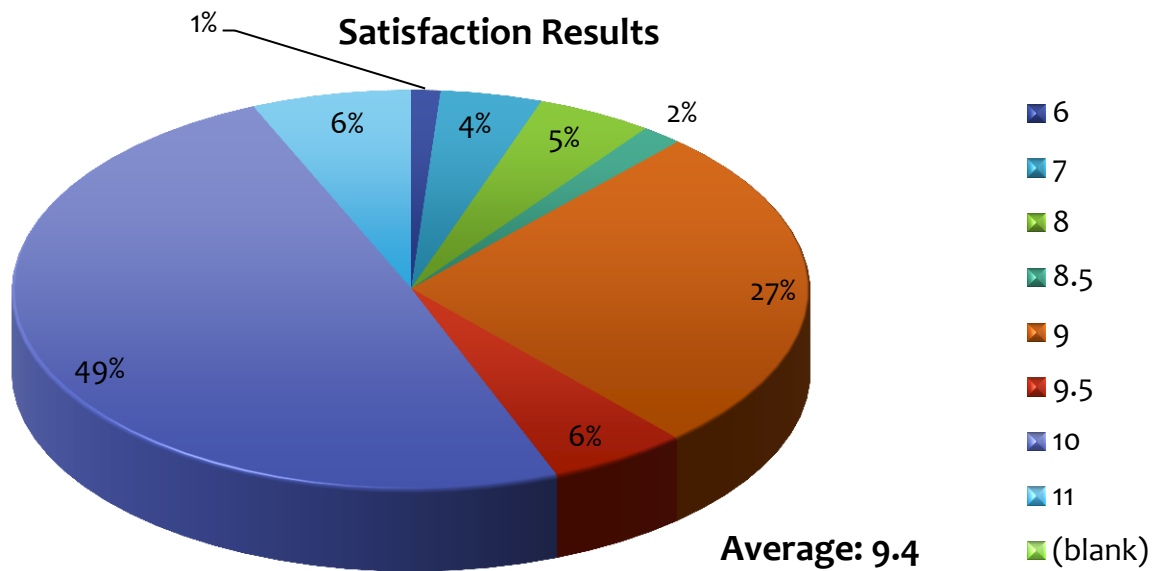


- Did Geneva Glen make you want to be more responsible? YES!!! – 93%



- 93% felt that camp made them enjoy and appreciate nature more than before camp

Satisfaction Survey Results



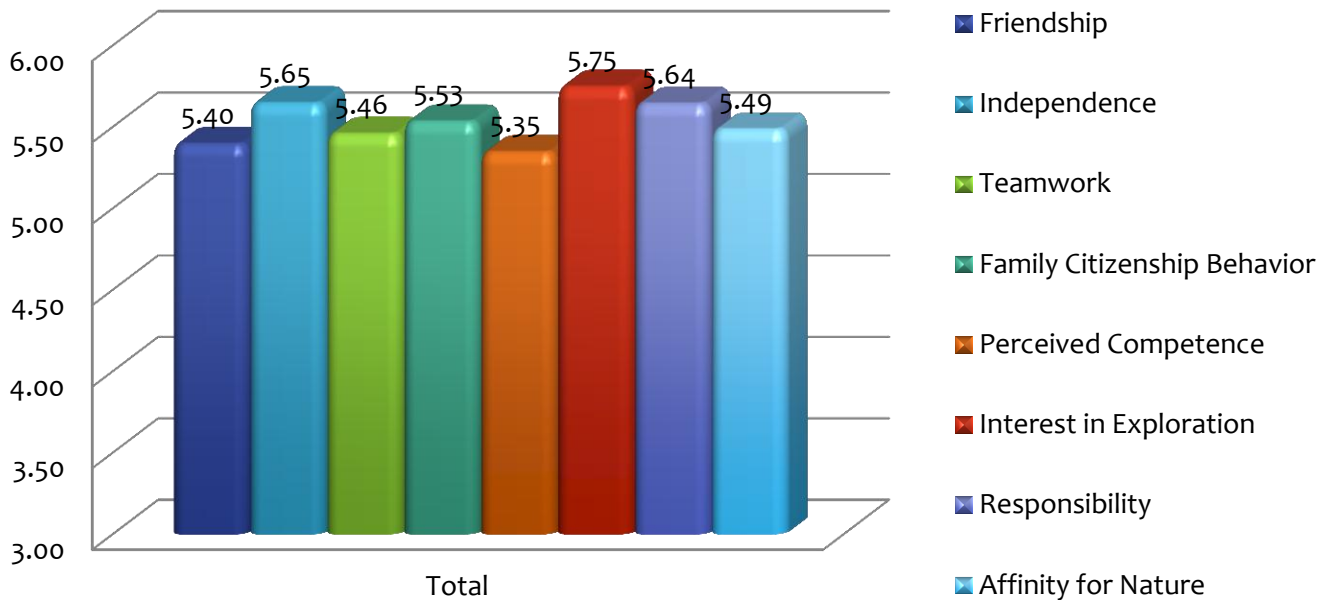
- Knighthood II had the greatest effect on campers
- Girls rated slightly higher than boys in every outcome except family citizenship
- Year at camp did NOT indicate any trends (we had the ability to affect a first year campers just as much or more than an eighth year camper)

Detailed Older Camper Demographic

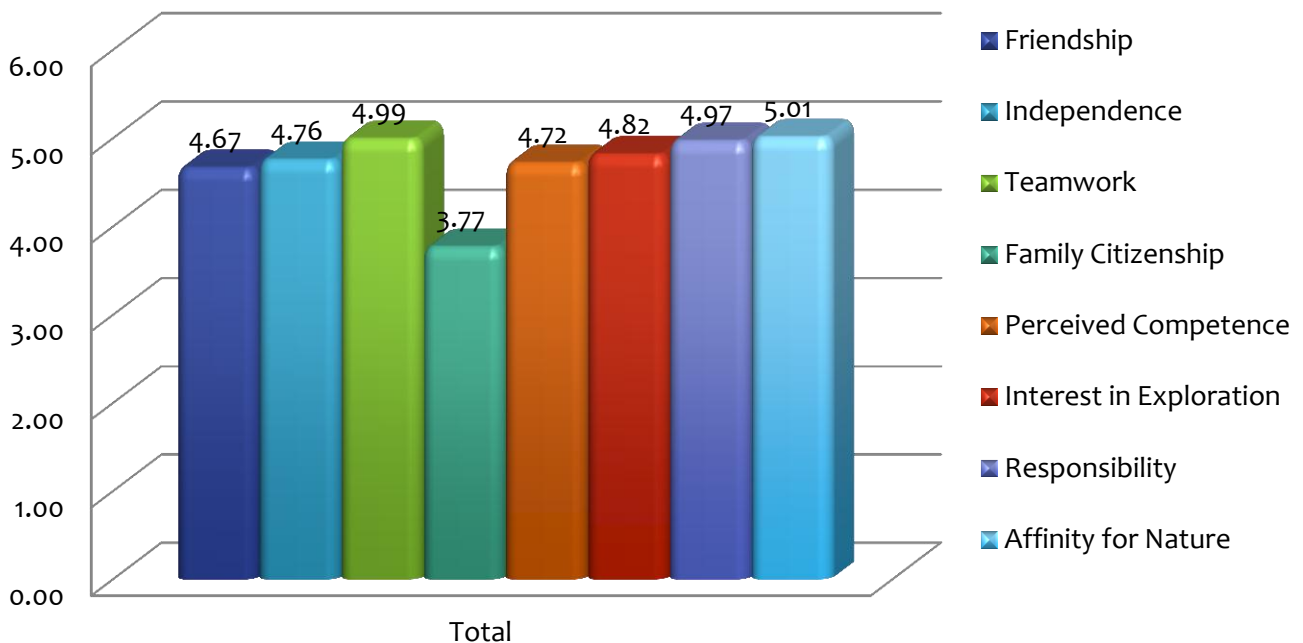
- 67 Campers were interviewed representing approximately 20% of that demographic
- 8 Outcomes were surveyed
- Grade 9-11

Detailed Older Camper Overview

Average "Status" by Outcome

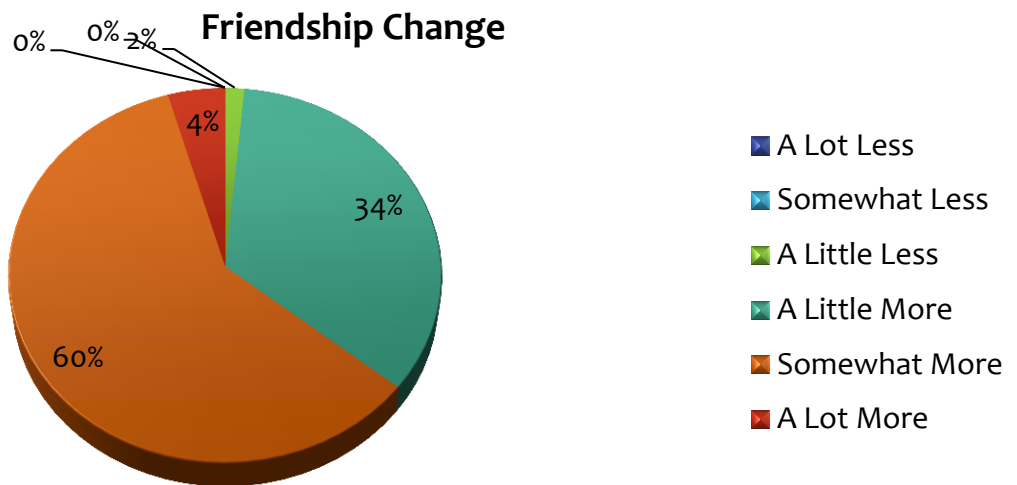
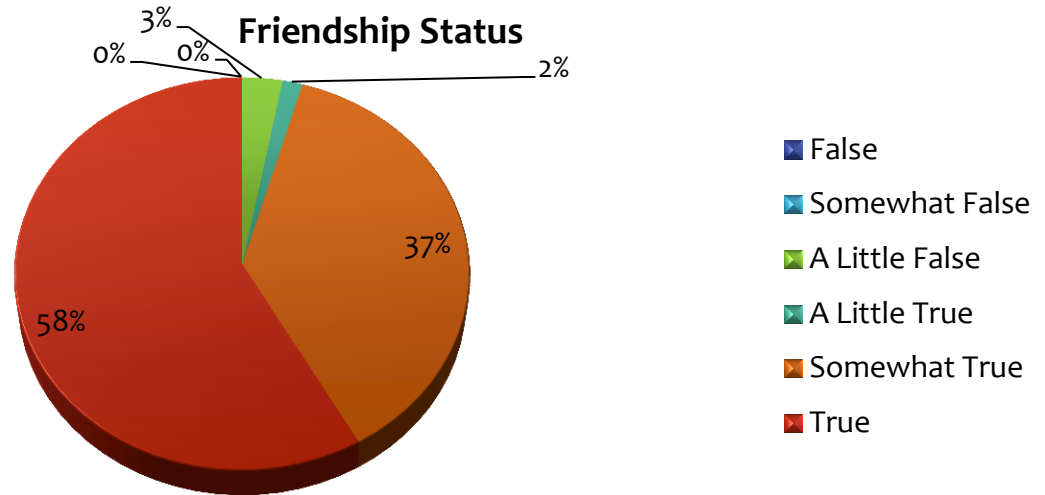


Average "Change" by Outcome

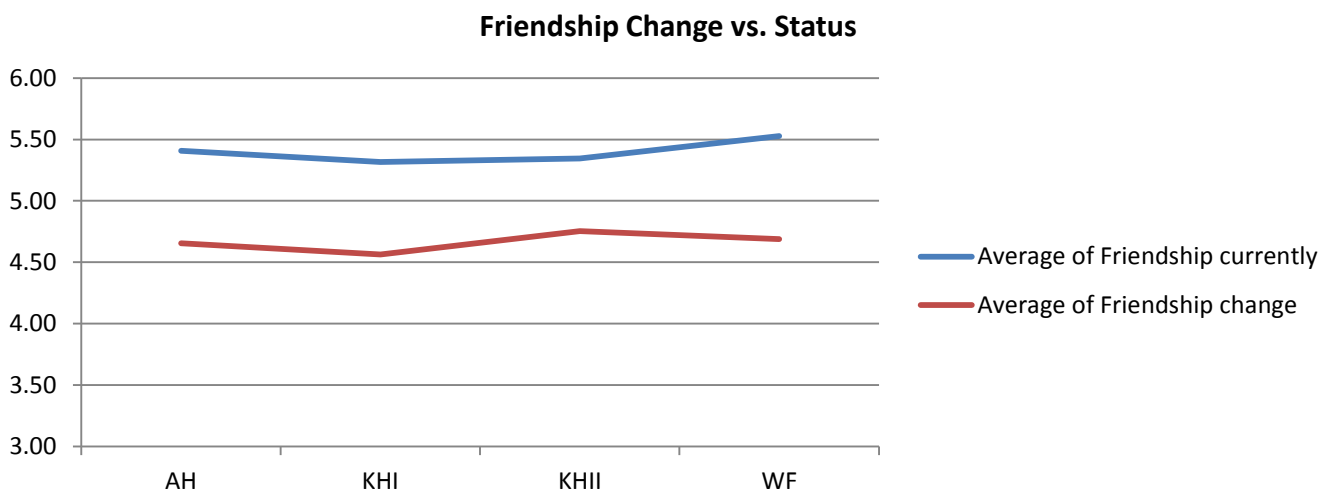


Detailed Camper Survey Analysis by Outcome

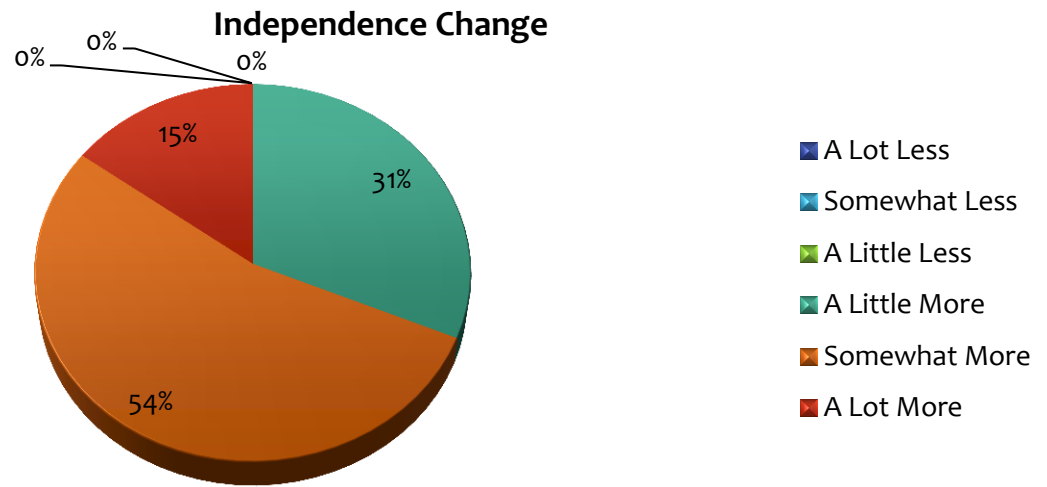
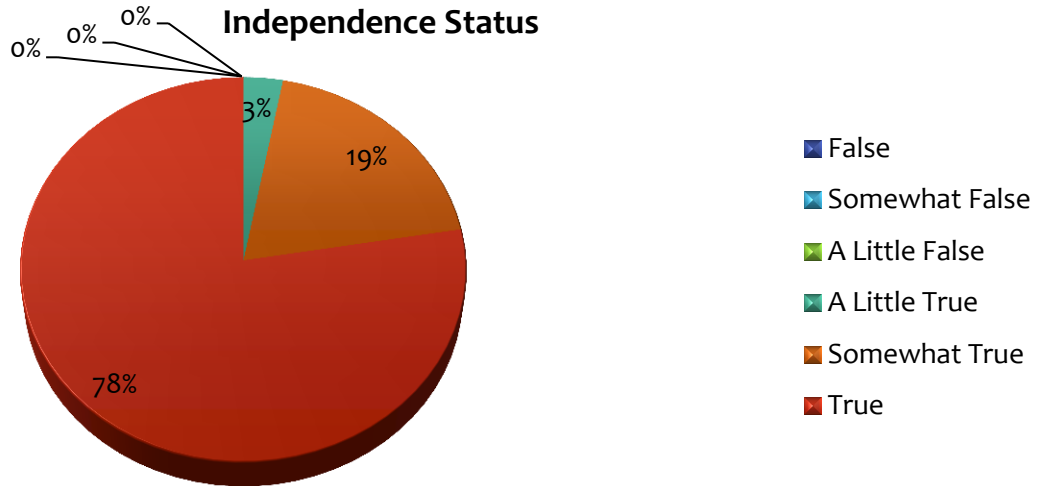
Friendship



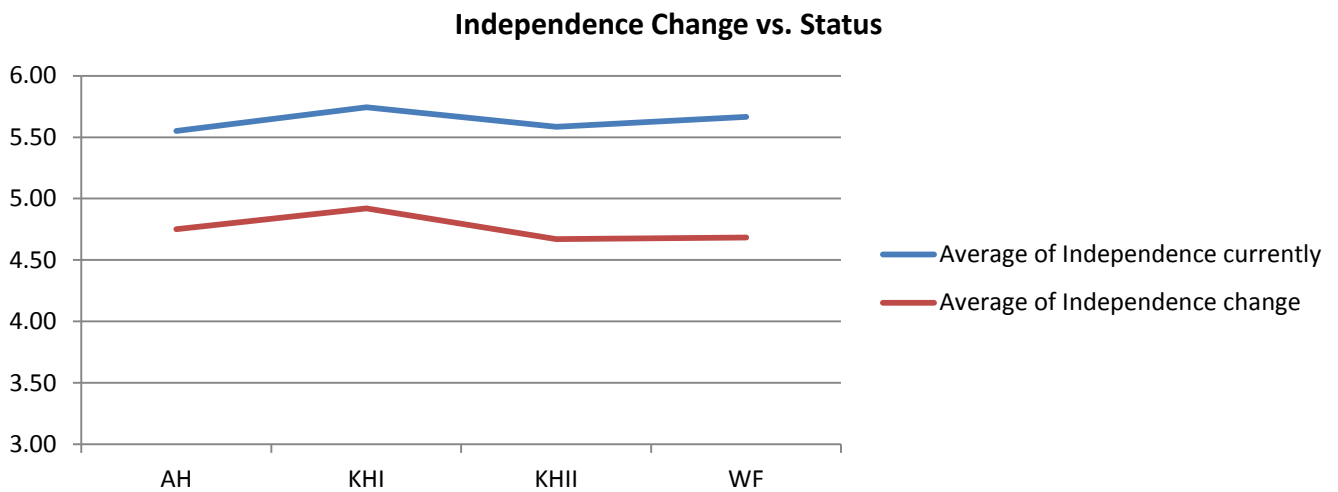
- 64% felt that camp significantly improved their friendship skills



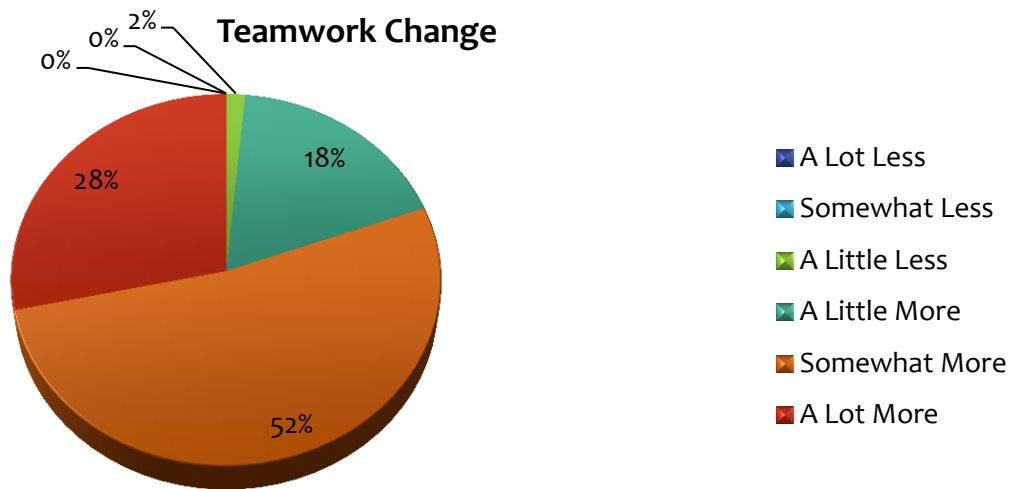
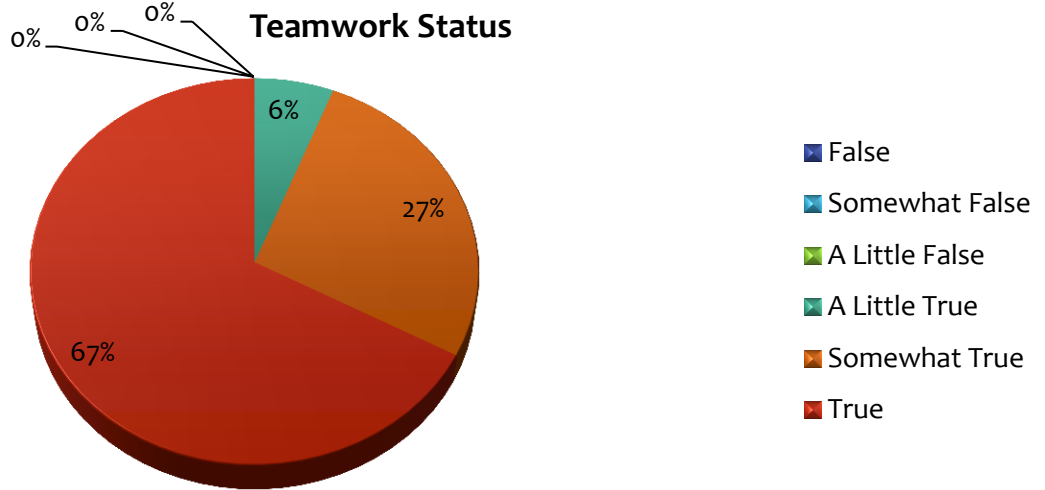
Independence



- 69% felt that camp significantly improved their ability to be independent

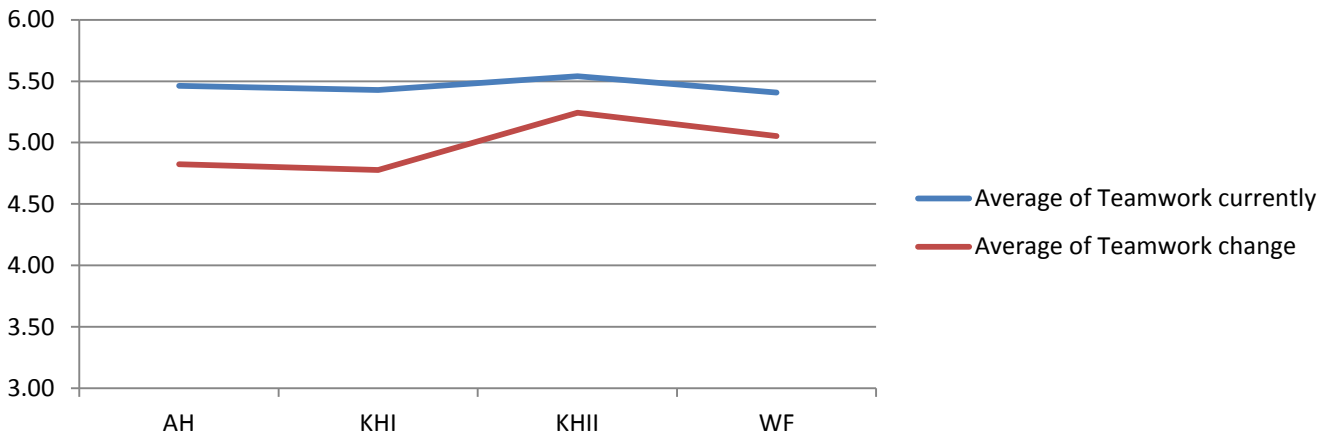


Teamwork

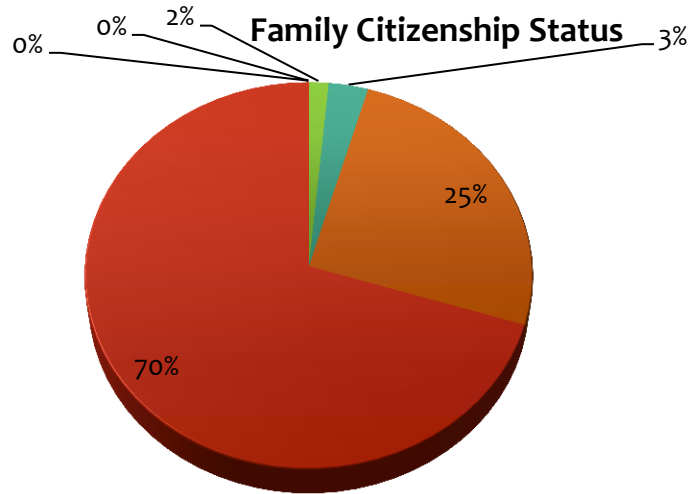


- 80% felt that camp significantly improved their ability to work as a team member

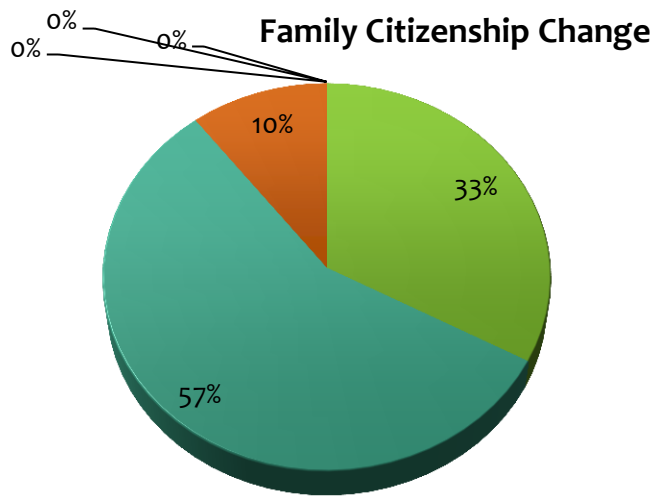
Teamwork Change vs. Status



Family Citizenship



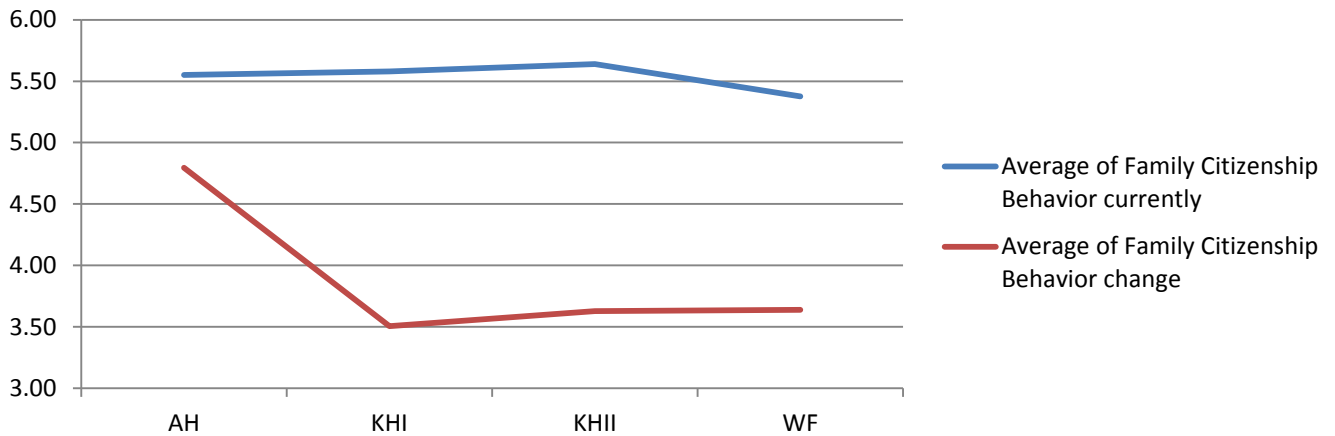
- False
- Somewhat False
- A Little False
- A Little True
- Somewhat True
- True



- A Lot Less
- Somewhat Less
- A Little Less
- A Little More
- Somewhat More
- A Lot More

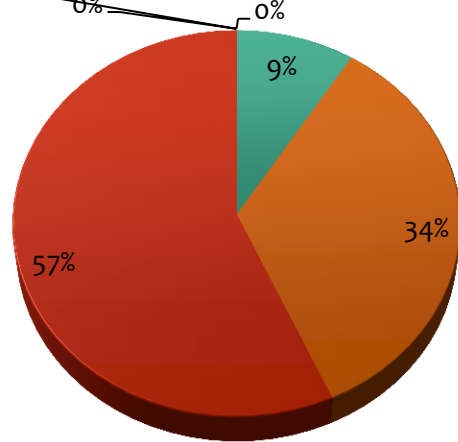
- Rated lowest change of the Detailed Camper Survey Outcomes

Family Citizenship Change vs. Status



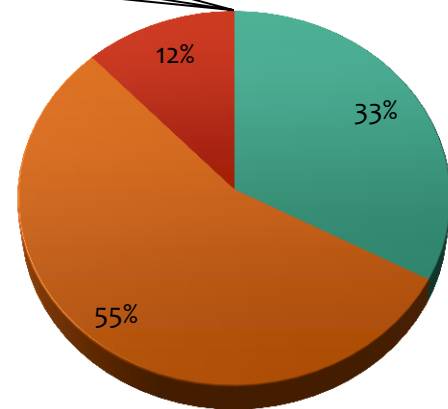
Perceived Competence (Confidence)

Perceived Competence Status (Confidence)



- False
- Somewhat False
- A Little False
- A Little True
- Somewhat True
- True

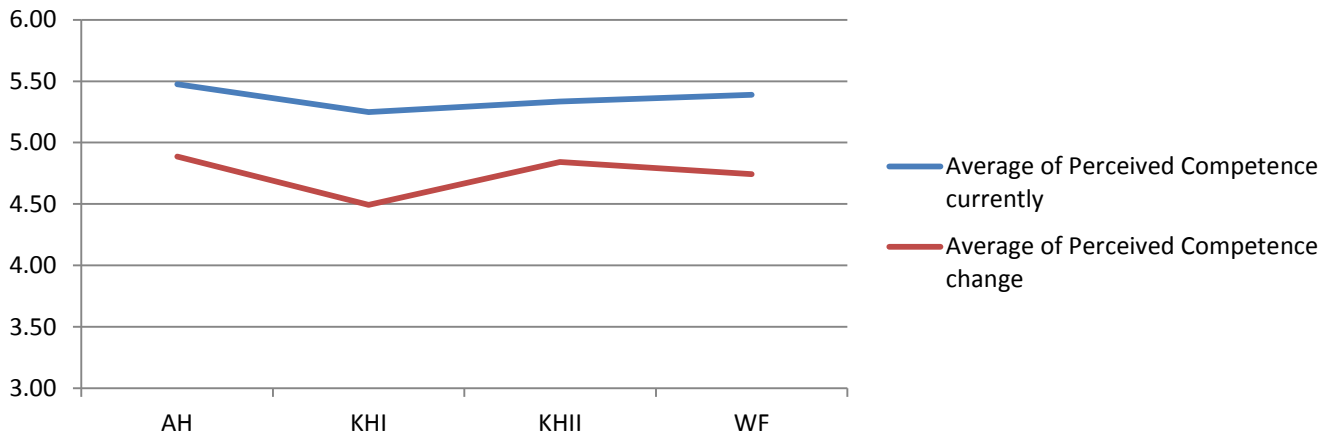
Perceived Competence Change (Confidence)



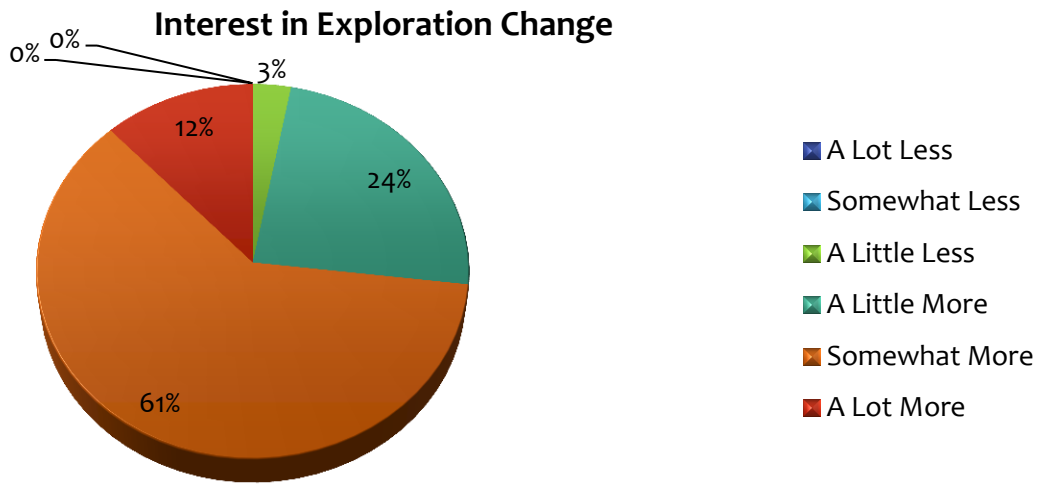
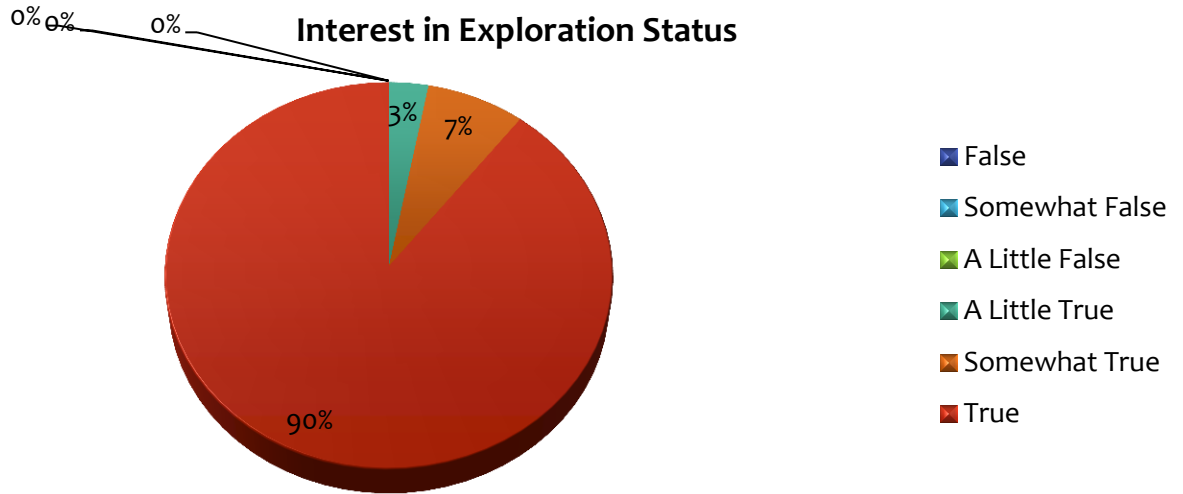
- A Lot Less
- Somewhat Less
- A Little Less
- A Little More
- Somewhat More
- A Lot More

- 67% said that camp made a big difference in how they feel about themselves

Perceived Competence Change vs. Status

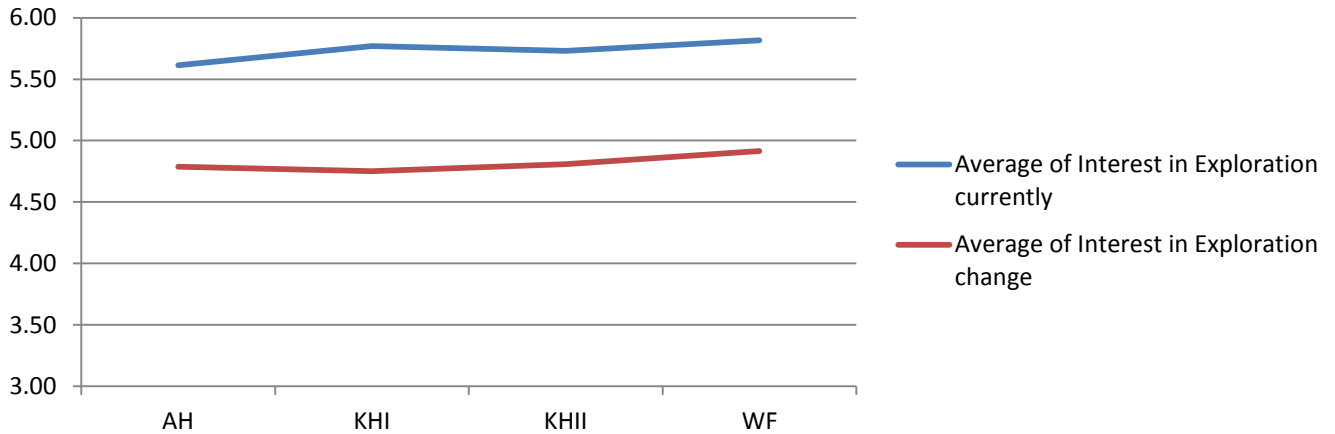


Interest in Exploration

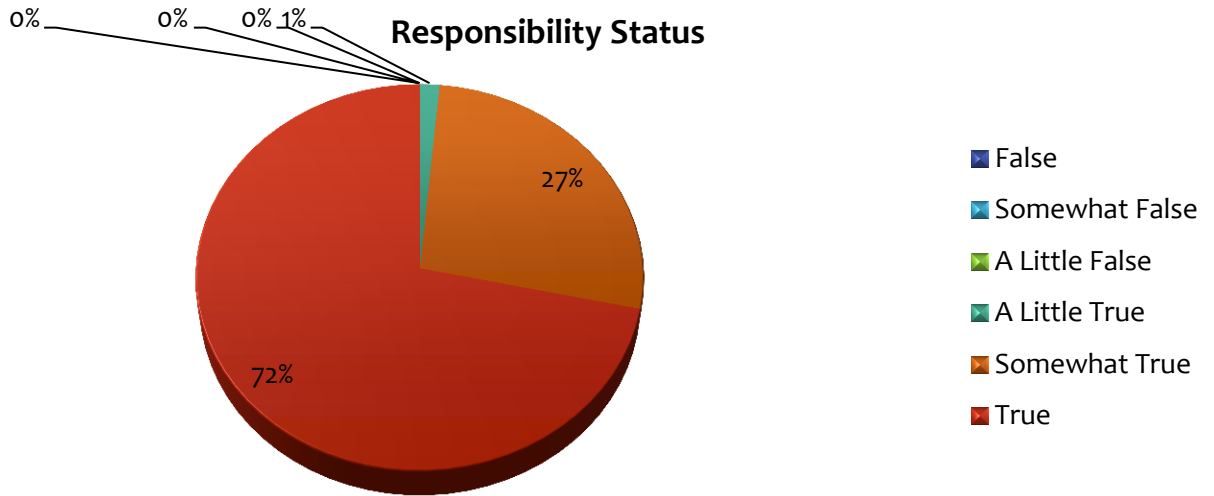


- 73% said that they far more interested and prepared to learn and try new things as a result of GG.

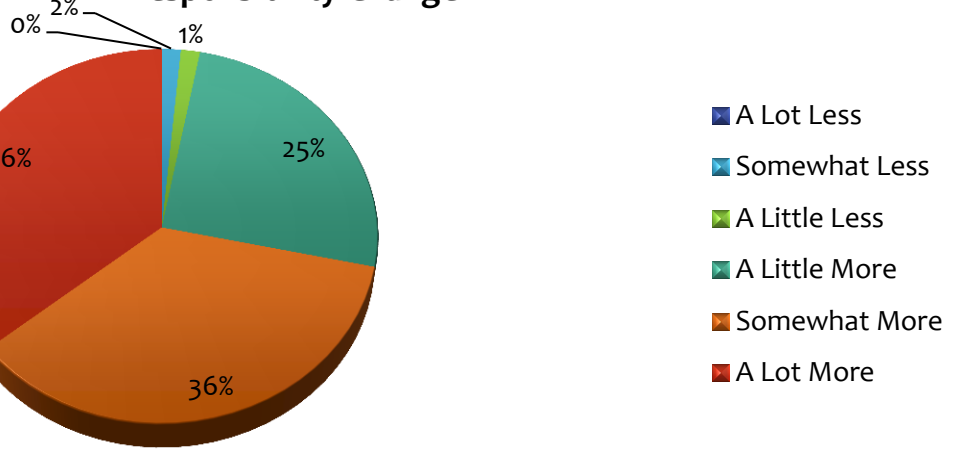
Interest in Exploration Change vs. Status



Responsibility

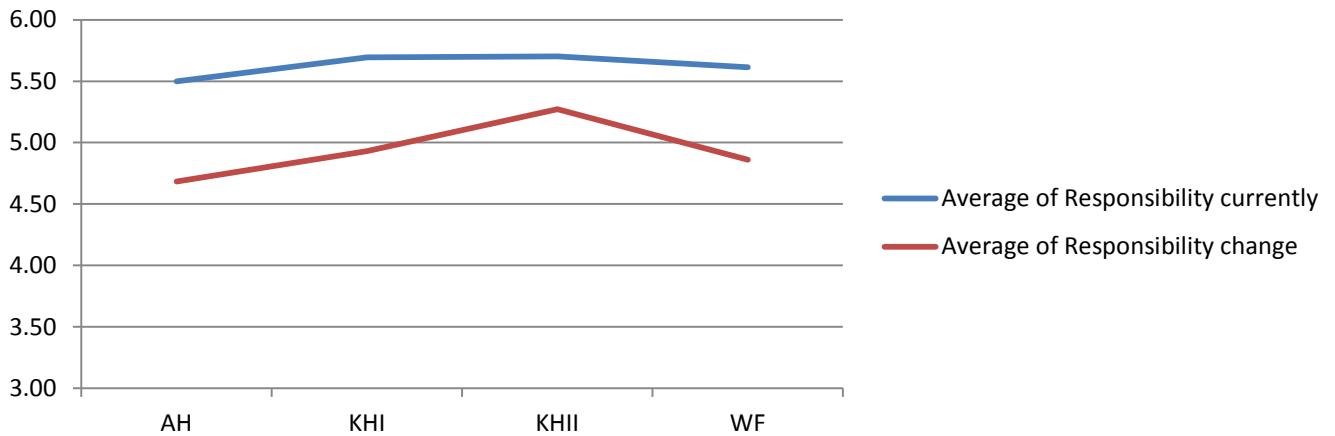


Responsibility Change

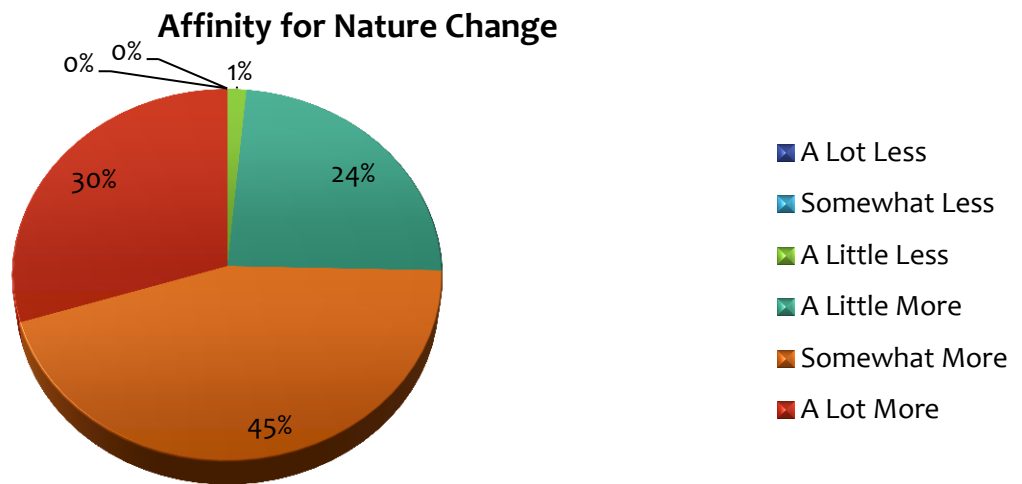
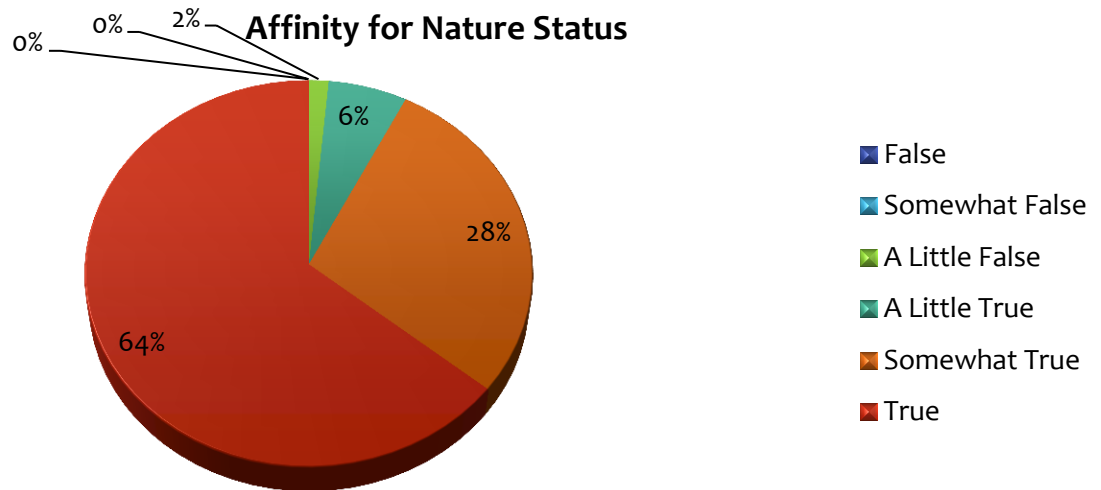


- 72% said that camp has made them considerably more responsible.

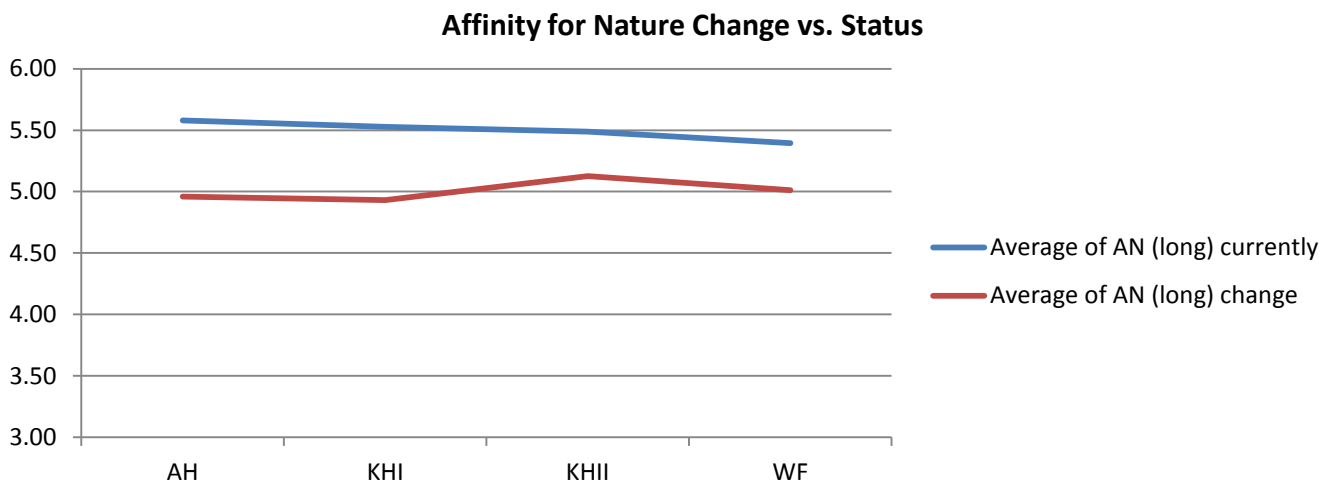
Responsibility Change vs. Status



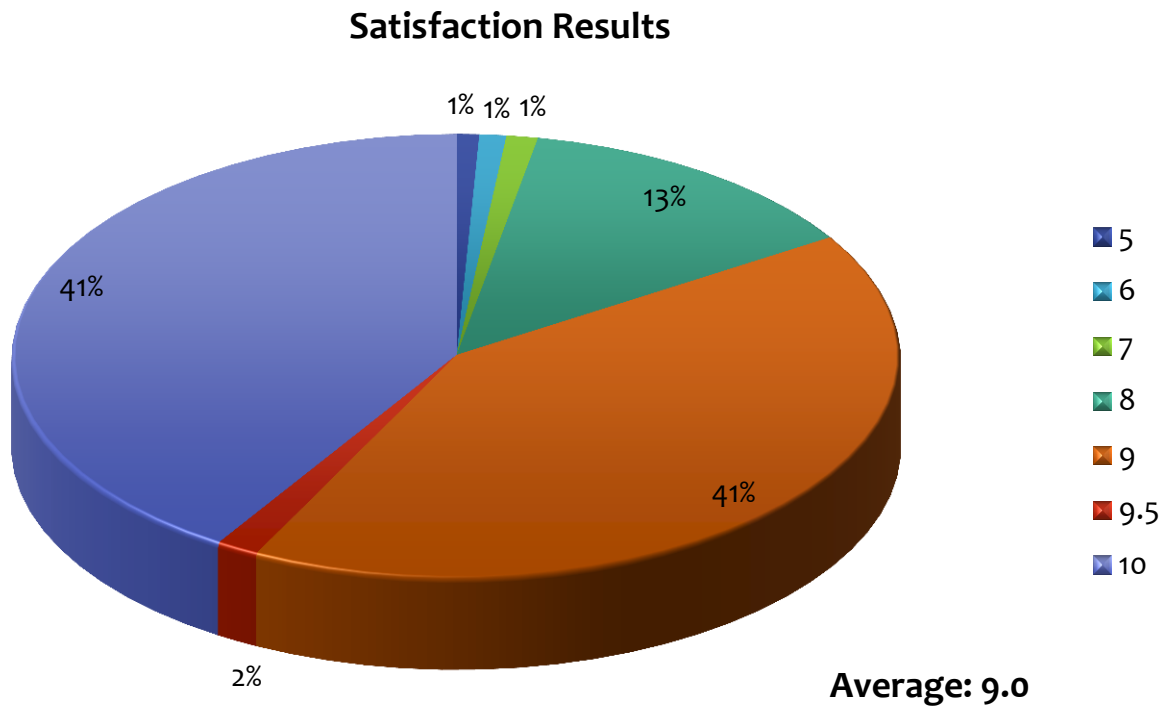
Affinity for Nature



- 75% have a better affinity for nature as a result of Geneva Glen



Satisfaction Survey Results



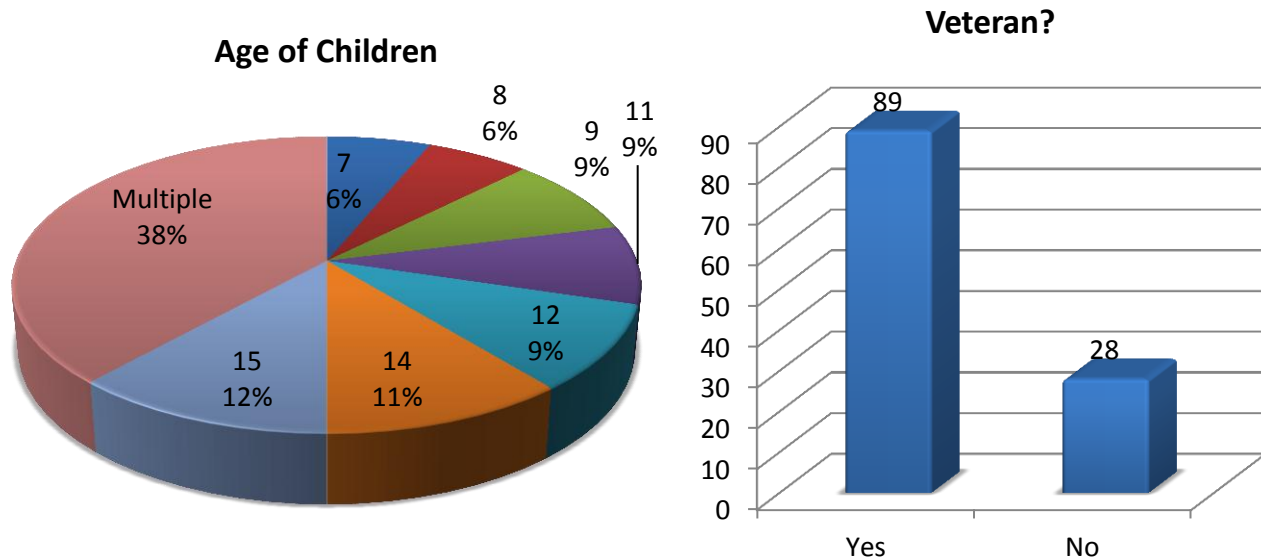
- World Friendship “change” was just as strong as Knighthood II among teenagers
- Teenage boys reported a slightly high “change” as a result of GG than teenage girls

Parent Satisfaction Survey & Feedback

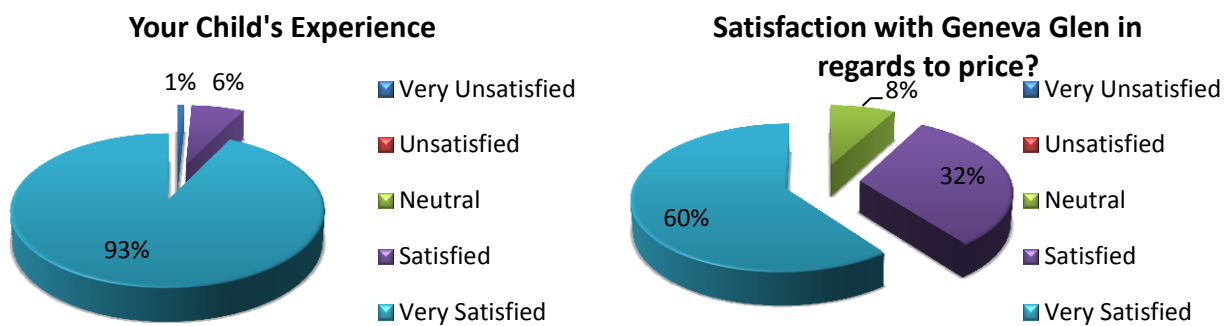
Overview

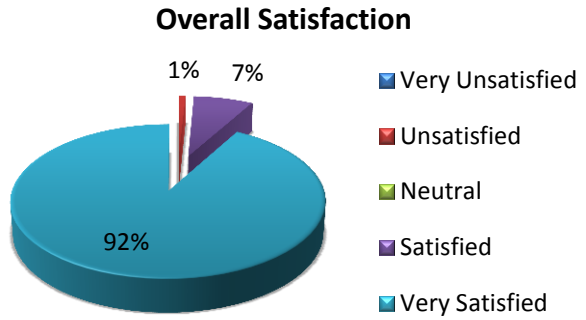
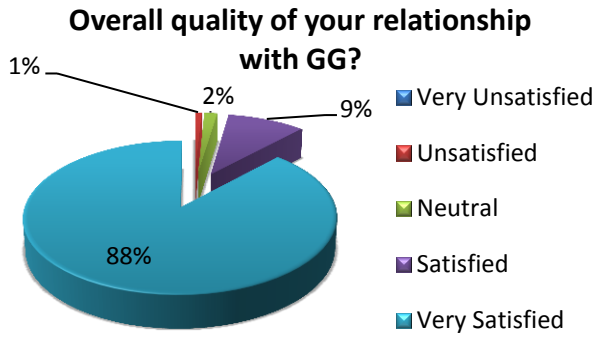
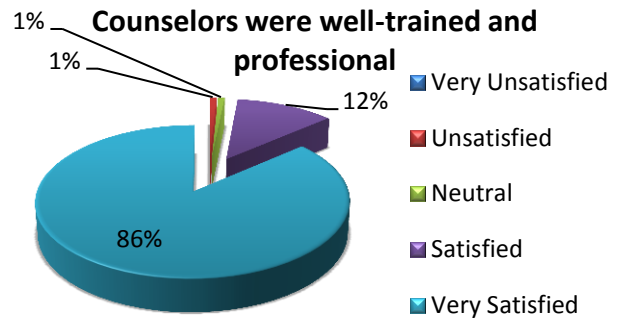
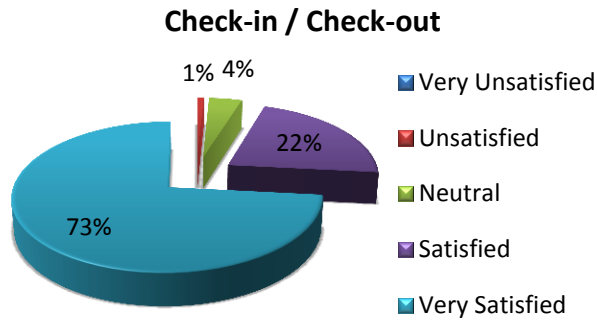
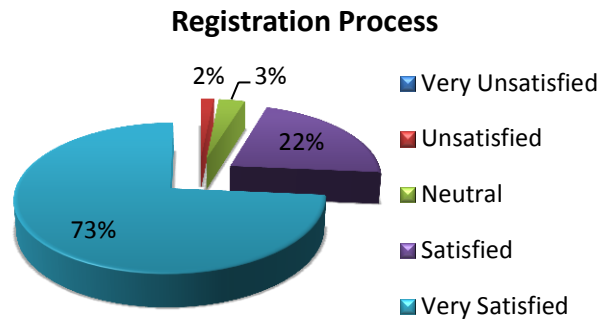
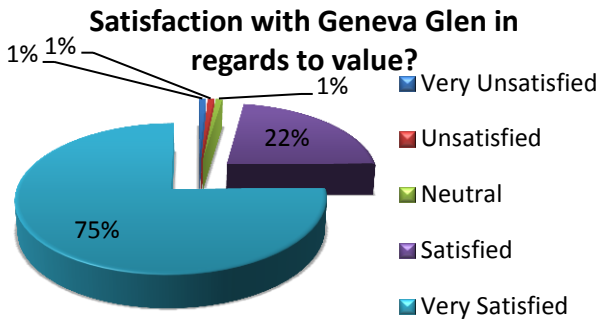
- Online form sent via Constant Contact after the end of each session
- Included both statistical and open comment questions
- Over 125 Parents responded

Demographic

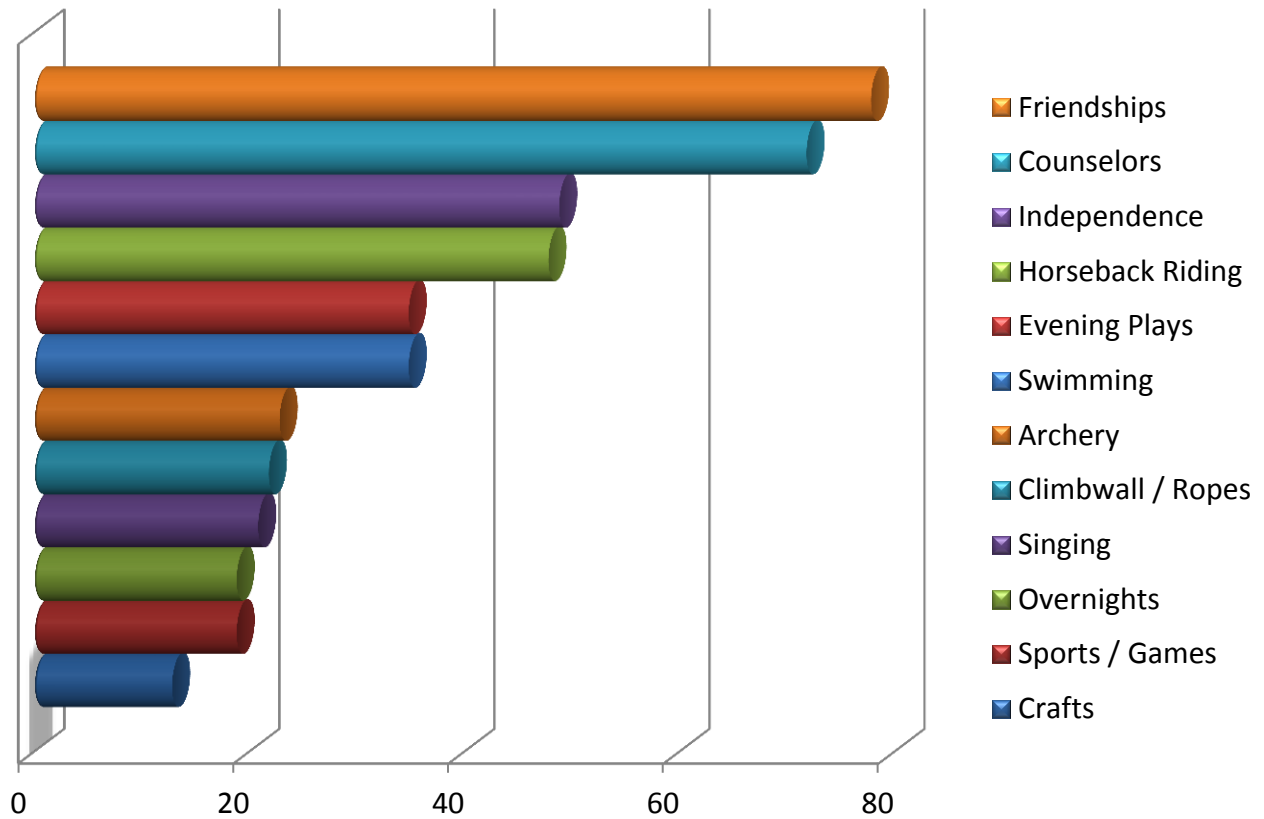


Statistical Results

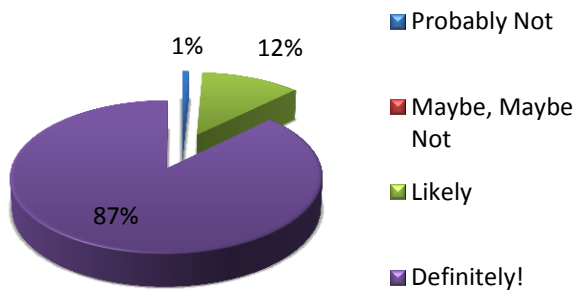




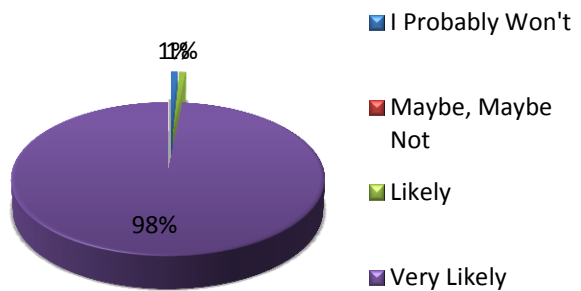
Counts of Favorites Things from camp this summer



Will you sign your child / children up for Geneva Glen next year?



How likely are you to recommend Geneva Glen to a friend or relative?



Alumni Parent Emails

Note: Names have been changed to protect the identities of our camp family

**From Former Counselor & Camper*

Hello Everyone, this email is to fully and wholly confirm that Billy has been completely inducted into Geneva Glen. This has occurred because he...

1. Rubbed his hands and chanted that he believes in fairies and elves
2. Can locate Vespers Hill
3. Could lead you to the Council Ring by way of Merlin's Spring
4. Has hunted for dragons and identified dragon poop...I even think he ate some "poop"
5. Knows what it means to scrape
6. Can hum the beginning of "Geneva Glen We Love You"
7. Played dodge ball against Long John Silver and hit him twice
8. Can tell you the difference between boys and girls hill (Ask him who the Janes are...)
9. Got a skull and crossbones emblem painted on his chest
10. Went on a treasure hunt and found the makings for s'mores and
11. Was named "The Most Energetic" by his counselors....(I'm still not sure that is a good award!)

So.....as I begin to excavate his suitcase, the clothes on top are truly FILTHY. I think the socks have to be trashed as a whole bottle of bleach will not get them to even off-white. But, the majority of his boxer shorts are neatly folded in the bottom of the suitcase...this, I'm afraid, is a bit suspicious! I think he wore the same pair all week! Ah,CAMP! I'm so happy to have him home....stop by sometime to see him and hear all about a yellow meal, the black horse he rode, the "Oh, Mama!" swing, the climbing wall, shooting a BB gun, the trip to The Marathon for a cream soda and Hersey Bar, and sleeping in the meadow.....he has MANY stories! I love you!

** From Former Camper, Queen*

I want to go back to camp on Tuesday.....I've got to tell you that my little girl had the BEST time ever. Came off the plane with tears in her eyes because she already missed it. We've also spent the last two nights with more tears and lots of talking about why Geneva Glen is so great....She says it's a magical place. I couldn't agree more. Michael loved being in Sword Soliloquy. Told me he had a big speaking part and is loving that a lot of the same boys are coming back every year!

Thanks for keeping GG so magical.

** From Former, Counselor, Bronze Horseshoe, King, Head of Boys Hill*

Nancy and Ken,

I wanted to thank you again for helping David and Megan go to camp this summer. They both had a great time and we're still sifting through stories and experiences. It's funny to remember the things that you went through as a camper and then watch your children go through some of the same things. The traditions do continue. Thanks for helping out. Hope the rest of your summer continues to go well.

**From Former Counselor & Camper*

Courtney and Chelsea LOVED camp!!!! I was sure they would, but am just thrilled it was so great for them both. My younger daughter can hardly wait until she is old enough to join them. (Although she is a completely different breed than her sisters!!)

Thanks for doing all you do to keep Geneva Glen so special!! We can't wait to see you again next summer.

**From the Grandfather of a 2010 CIT*

Nancy and Ken,

I just wanted to comment that Garrett arrived in Denver his usual self with some anxiety about how the summer would go. He left last Sunday a much more confident young man still filled with enthusiasm but also filled with insight into child development and behavior. It was a great summer for him and he grew up in many ways. He left here anxious to start college and aware of what to expect thanks to (a GG staffer attending that college). He regaled us with stories of his experiences with his campers on his days off. On the first day of Orientation at college I got a text saying "It is going to be a great year". What a joy for us as grandparents to see this growth and maturity from the little devil that started in Myths 13 years ago.

Thanks for all you do setting values and expectations for these young people.

Registration Statistics



We still had strong waitlists for both the Knighthoods as well as for World Friendship. About 150 campers stayed on the waitlist throughout the summer. If you noticed we kept our enrollment numbers in the low 230's. Once you enroll in the high 230's space becomes an issue. We are just too cramped! As for the waitlisted campers, the positive is that they will receive the registration materials in November with the rest of the alum families. They are still considered campers even if they had to sit on a waitlist for a summer. – Christa Redford

Appendix A – Outcomes Based Program Design

- [GG “Fruitage” – Goals and Outcomes in Program Design](#)
- [Archery – Standard Operation](#)
- [Archery – Clinics](#)
- [Barn – Senior Overnight](#)
- [Barn – Grand Prix](#)
- [Barn – Junior / Middler Arena](#)
- [Barn – Junior Middler Trail Rides](#)
- [BB’s – Standard Operation](#)
- [Bracelets / Ladies Program](#)
- [Crafts – Role Play](#)
- [Crafts – Collaborative Projects](#)
- [Dance – Standard Operation](#)
- [Drama – Merlin’s Masque](#)
- [Junior / Middler Day](#)
- [Marathon – Veteran Wood Burning](#)
- [Pool – Water Survival Course](#)
- [Pool – Mermaid Ring Dive](#)
- [Pool – The Slide](#)
- [Rifles – Shooting Clinics](#)
- [Rifles – Hatchet Throwing](#)
- [Ropes – High Elements](#)
- [Ropes – Low Elements](#)
- [Shields – Standard Operation](#)
- [Slingshots – Labyrinth](#)
- [Slingshots – Hike](#)
- [Special Operations – Evening Play / Special Activities](#)
- [Sports – Team Games](#)
- [Sports – Dodge Ball](#)
- [Vespers – Sunday Service](#)
- [Vespers - Thursday Night Evening Play](#)
- [W.E. – Bear Hike](#)
- [W.E. – Overnight](#)
- [W.E. – Silent Hike and Creative Writing](#)
- [W.E. – Forest Service Permit Trips](#)

GG “Fruitage” – Goals and Outcomes in Program Design

What are we doing?

- Discuss “Outcomes”
- Discuss the Program Design Logic Model Template
- Discuss Planning and Teaching Skills for your “designed” activity

Our Programs have been working great! We aren’t doing anything “wrong” – we want to “PLUS IT.”

Why should we do this?

1. Internal Uses
 - a. Identify strengths and weaknesses
 - b. Prove / disprove perceptions
 - c. Program assessment (budgeting, review)
 - d. Acknowledge and encourage innovation
 - e. Meet industry standards (ACA Accreditation)
 - f. Develop staff training
 - g. Staff evaluation tool
 - h. Motivate organization improvement
2. External Uses
 - a. “Stakeholder” support
 - b. Source of camp promotion
 - c. Enhances fundraising
 - d. Provides “proof” and “documentation”

Who’s Involved?

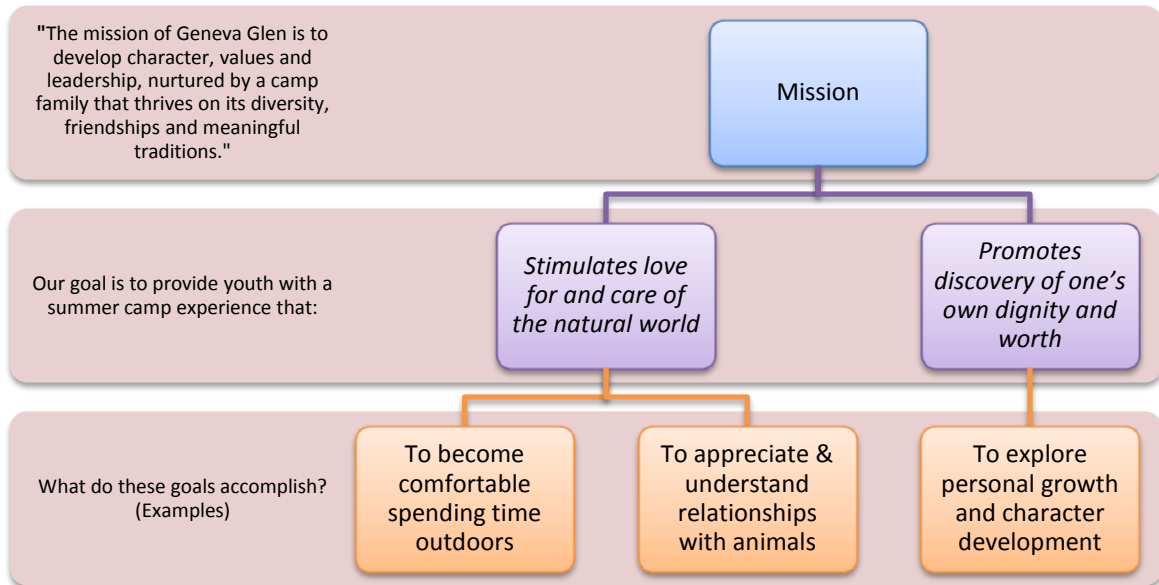
- Board of Directors
- Program Committee
- Year-Round Staff
- Area Heads

This will create a cohesive way to run the business (Board side) with infringing on the summer operation!

Purpose and Philosophy

The Critical Examination of the grounds for fundamental beliefs and an analysis of the basic concepts in the expression of such beliefs

Yikes! The philosophy of Geneva Glen is theoretical and difficult to measure. This is why we move onto Mission, Goals and Outcomes.



Geneva Glen's Mission

"The mission of Geneva Glen is to develop character, values and leadership, nurtured by a camp family that thrives on its diversity, friendships and meaningful traditions."

Geneva Glen's Goals

Our goal is to provide youth with a summer camp experience that:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

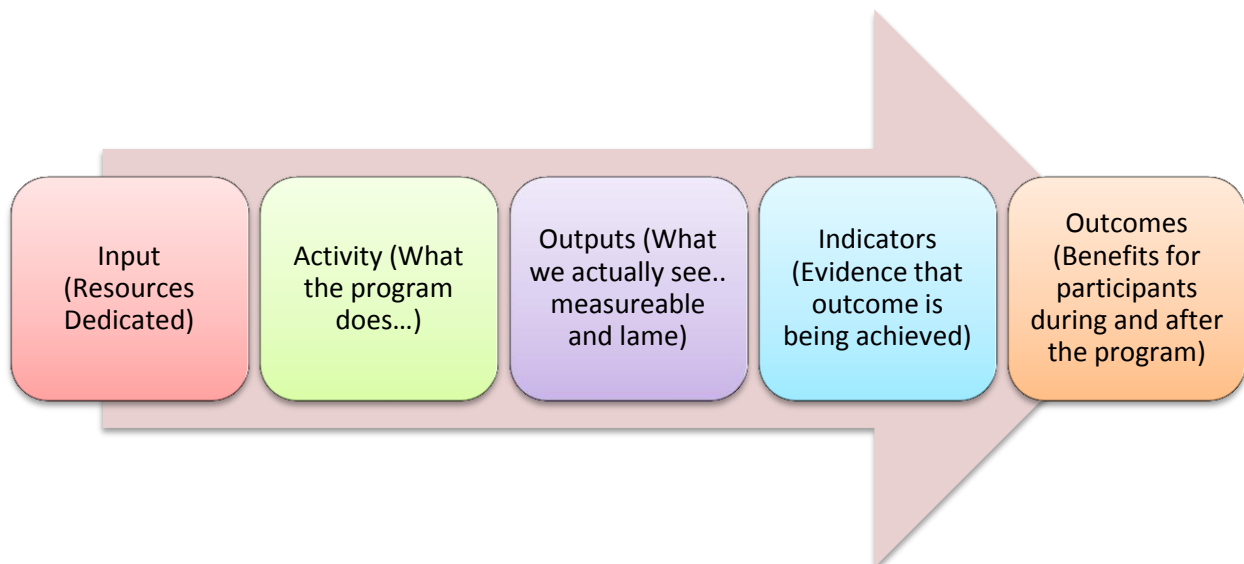
Geneva Glen's Outcomes

- Benefits during and after the program
- Helps to answer "How do you know camp was successful?"
- "Caught" vs. "Taught": Increased Intentionality
- Typical phrases "To Learn..., To Do..., To Become..."

You get to be the ones to determine how we measure the success of our program!

Program Design "Logic Models"

Creating a program activity intentionally

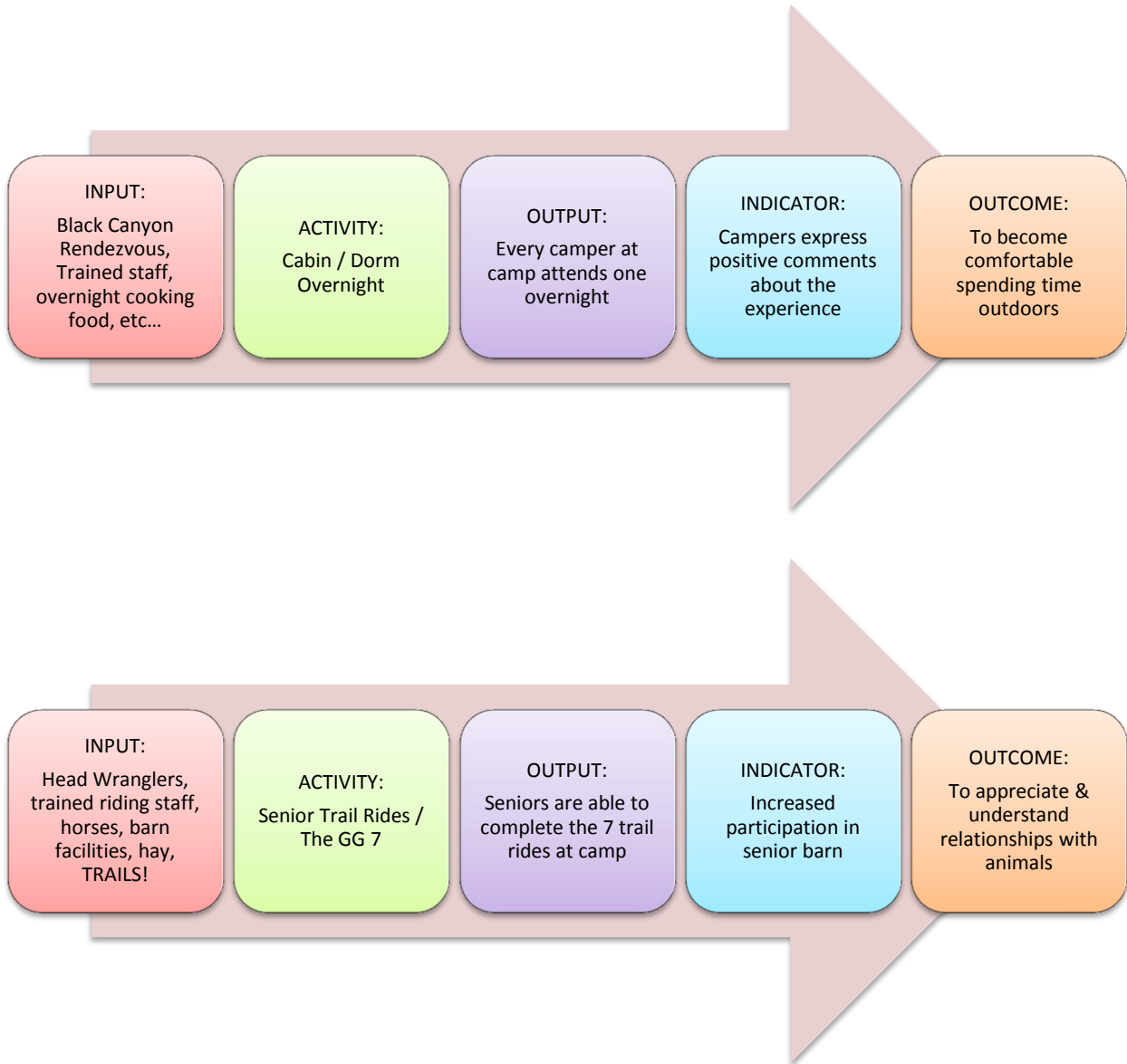


Elements

- Input: Resources, Stuff, People, Equipment, Buildings.... (Camp should provide this to you!)
- Activity: What the program does with the inputs

- Outputs: Numbers, what happened... Boring....
- Indicators: Specific, observable characteristics (Evidence)
- Outcomes: See above

Examples



Outcomes Evaluation

The Youth Outcomes Battery Elements

- Friendship Skills
- Independence
- Teamwork
- Family Citizenship
- Perceived Competence
- Interest in Exploration
- Responsibility
- Affinity for Nature

Outcomes Design Cheat Formula

“To Statement” + Outcome Battery Element + Activity = Outcome

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These are good words to use in your Outcomes! Example Outcome: “To Increase Perceived Confidence by learning how to shoot a BB gun.”

Activity Planning

Designing the Activity

- How does the activity accomplish your outcome?
- Is the activity designed for the age characteristics and developmental needs of the children?
- Is your staff trained properly to conduct this activity?
- Will your activity “include” everyone?

Explain

- Explain it (verbal)
- Forecast the experience (what you’ll “do”)
- Show it (demonstrations)
- Test it (hands on practice before they “start”)
- Set some goals (how will it challenge campers appropriately)

Participate (Doing the Activity)

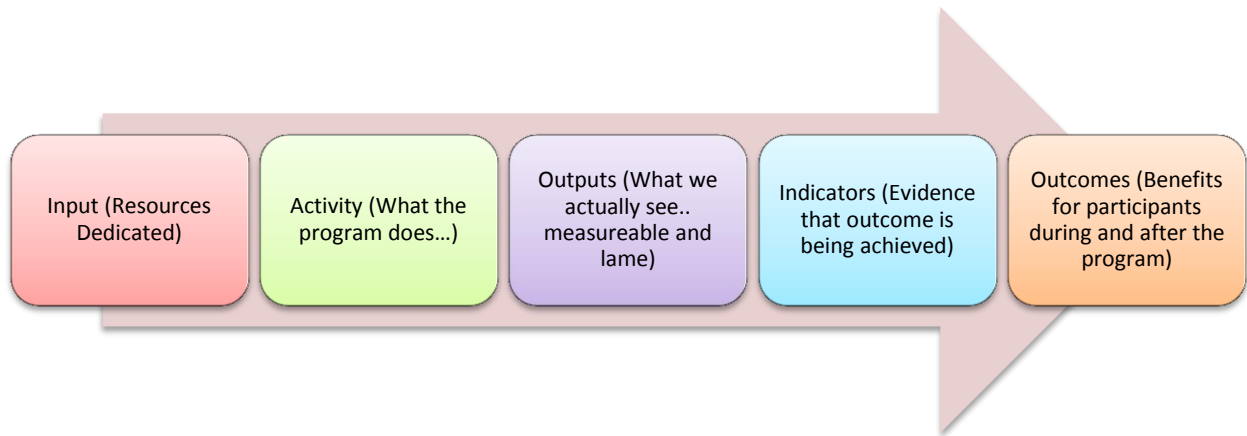
- Reinforce the positive stuff (go back to your explanation stuff)
- Critique (technique based...use those counseling skills!)
- Repetition
- “I can do it myself!”...but you can help if I need it (develops self-esteem)

Processing (Debrief)

- Ask Questions (what did you do, what did you learn, now what)
- Let the kids lead
- Highlight the key points (go back to your explanation)

Set goals for “next time”

Geneva Glen Goals and Outcomes: Archery



Activity: Archery _____ Activity Director: Jordan _____

1. Brief Description of the Activity: Shooting arrows at the targets in the hay stacks _____

2. What is the anticipated "Outcome(s)" of the Activity? To increase perceived confidence by learning how to shoot a bow and arrow. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

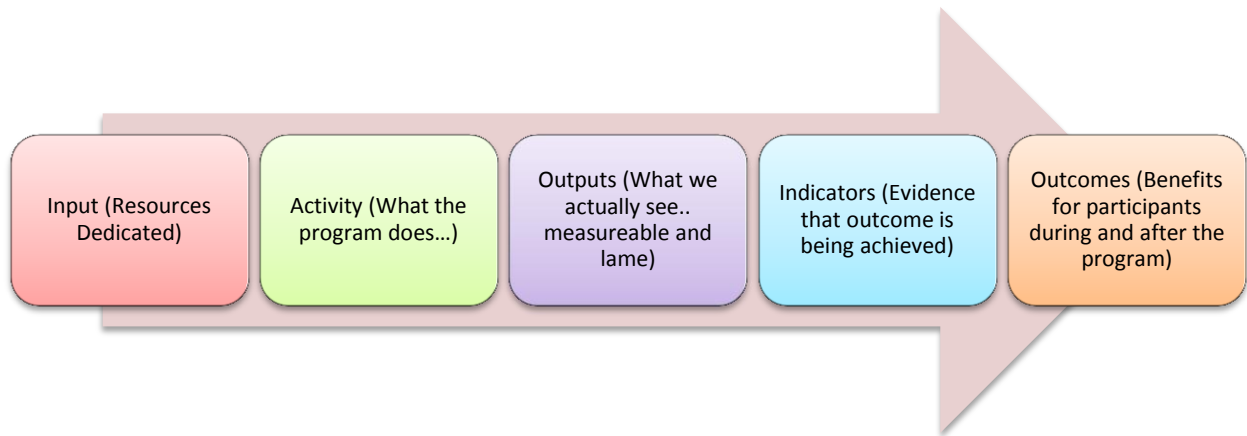
4. How is it related to the camp goal(s) you selected? By increasing a child's confidence you also promote the discovery of one's own dignity and worth.

5. How will you and your staff help them achieve this outcome? By encouraging camper participation and helping instruct campers in how to properly shoot a bow and arrow.

6. What are the possible "Indicators" for the activity? Campers say / have positive comments about the Activity, increased amounts of awards given out, increased participation by seniors.

7. What are the "Inputs" for the activity? Trained staff, archery lanes, bow and arrows

Geneva Glen Goals and Outcomes: Archery



Activity: Archery Shooting Clinics _____ Activity Director: Jordan _____

1. Brief Description of the Activity: Help the seniors shoot more accurately to increase scores and _____
confidence. _____

2. What is the anticipated "Outcome(s)" of the Activity? To increase perceived confidence in seniors by _____
teaching them to shoot more accurately and increasing scores. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

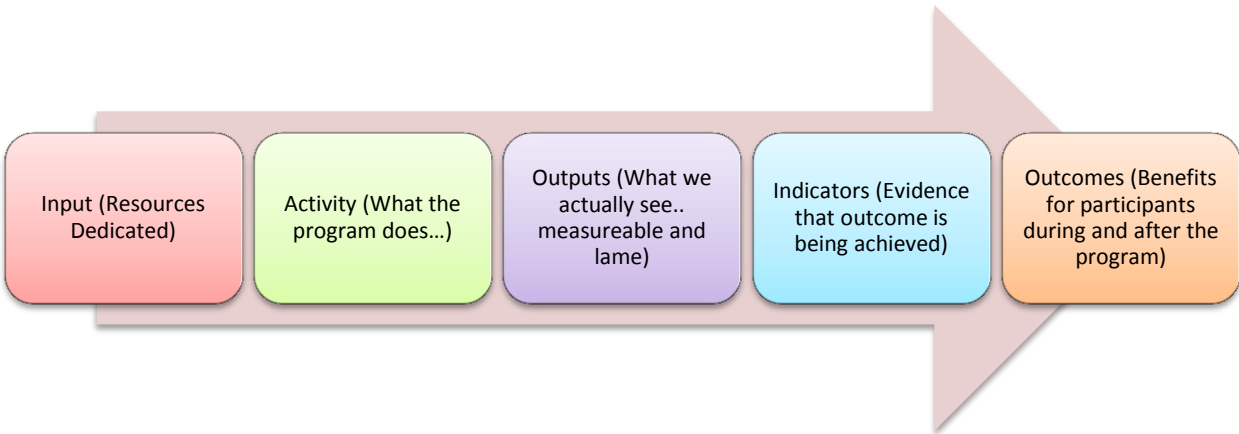
4. How is it related to the camp goal(s) you selected? By increasing seniors confidence you will also
promote the discovery of ones own dignity and worth.

5. How will you and your staff help them achieve this outcome? By encouraging older campers to come
To shooting clinics to learn to shoot better and fix any problems in their stance to help campers achieve
awards easier.

6. What are the possible "Indictors" for the activity? Campers react positively to shooting instructions,
increased amount of awards given out.

7. What are the "Inputs" for the activity? Trained staff, archery lanes, bow and arrows

Geneva Glen Goals and Outcomes: Barn



Activity: Barn Overnight _____ Activity Director: Courtney _____

1. Brief Description of the Activity: Senior campers have the opportunity to ride with wranglers to a camp site where they camp out for the night. During the event, campers assist in the care and handling of _____ horses along with food preparation and clean up. _____

2. What is the anticipated "Outcome(s)" of the Activity? To appreciate the natural world through _____ emersion. To learn about camping with horses including general care and safety. To create an _____ atmosphere where the camper can learn to trust the horse. To create a real world appreciation of skills _____ acquired previously in the program. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.**

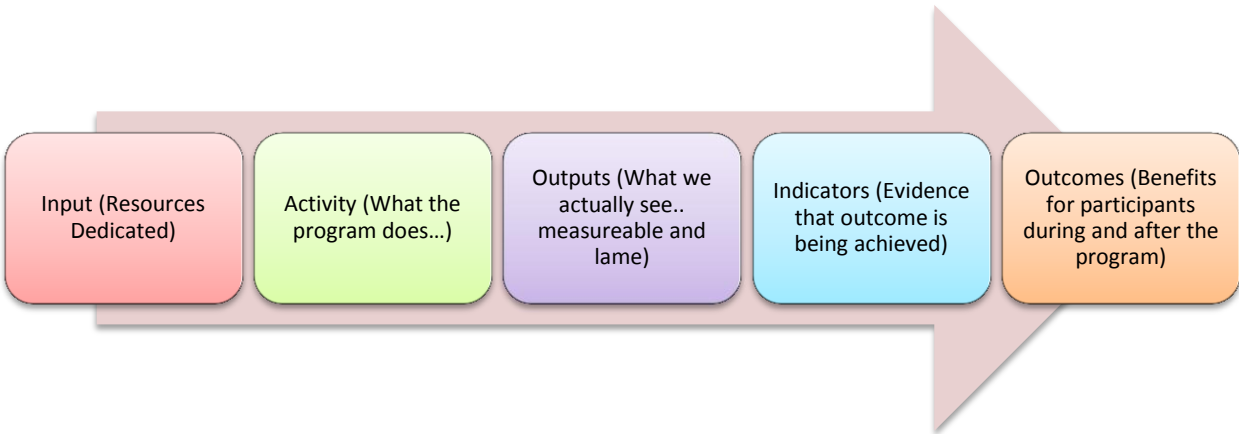
4. How is it related to the camp goal(s) you selected? *See outcome descriptions* _____

5. How will you and your staff help them achieve this outcome? *Senior camper participation on the overnight.* _____

6. What are the possible “Indicators” for the activity? *Increased knowledge of horse care and safety. _____
Eased comfort around horses. Visual demonstrations of gained skill sets. Increased desire of campers to
participate.* _____

7. What are the “Inputs” for the activity? *Camper approved horses, tack, helmets, trained staff (5:1 _____
ratio), horse coral at site, camping gear, food/water for kids and horses.* _____

Geneva Glen Goals and Outcomes: Barn



Activity: GG Grand Prix _____ Activity Director: Courtney _____

1. Brief Description of the Activity: Campers participate in a series of seven activities in which points _____
are received for participation as well as ability. _____

2. What is the anticipated "Outcome(s)" of the Activity? To become knowledgeable about horsemanship _____
and horse care. To reinforce skill acquired previously in the GG horse program. To gain self-esteem _____
through increased responsibility around the barn. To learn good sportsmanship through healthy _____
competition. To learn the value of practice and dedication. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

4. How is it related to the camp goal(s) you selected? *See outcome descriptions* _____

5. How will you and your staff help them achieve this outcome? *By encouraging senior camper* _____

Participation in the program. _____

6. What are the possible “Indicators” for the activity? *Increased senior participation in the barn program*

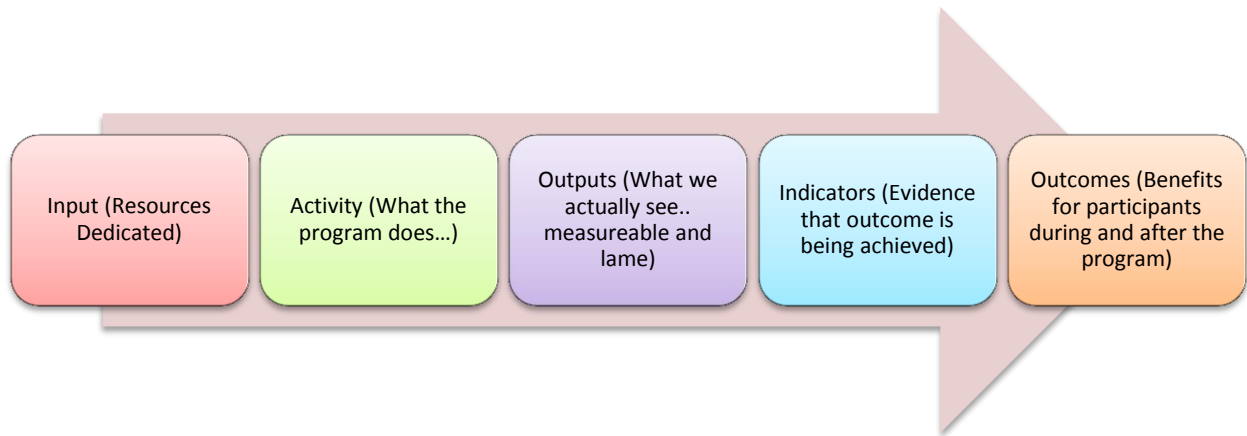
increased understanding of intermediate horsemanship. Senior campers show dedication to a session _____

long program. _____

7. What are the “Inputs” for the activity? *Camper approved horses, tack, helmets, arena, cones, barrels,*

logs, obstacles, etc., age and ability appropriate trails, barn facilities, trained staff (5:1 ratio). _____

Geneva Glen Goals and Outcomes: Barn



Activity: Junior / Middler Arena _____ Activity Director: Courtney _____

1. Brief Description of the Activity: Each junior / middler camper experiences a series of progressive lessons that increase in complexity with increased time and confidence around the horses. 1: Basic position and form; 2: Natural Aids; 3: Ask, Tell, Command / 1st Trot (if ready); 4: 1st/2nd Trot _____

2. What is the anticipated “Outcome(s)” of the Activity? To become comfortable around and on horses. To learn basic signals to control a horse. To learn about and respect the natural world through a Connection between horse and rider. To enable and build the camper’s self-confidence with horses. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

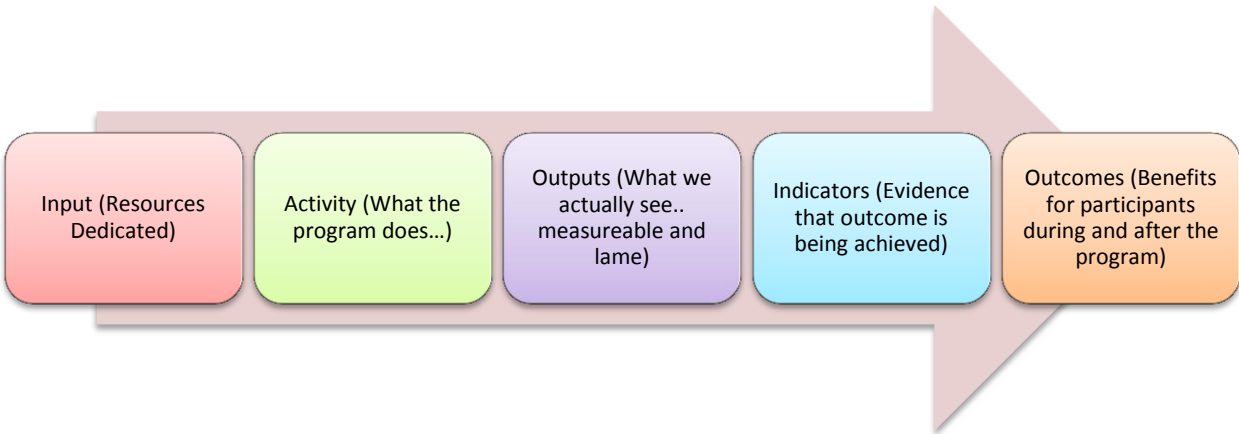
4. How is it related to the camp goal(s) you selected? *See outcome descriptions* _____

5. How will you and your staff help them achieve this outcome? *Every camper participates and completes the lesson set.* _____

6. What are the possible “Indicators” for the activity? *Increased rider competency with consecutive years of the program. Increased rider confidence and control by the culmination of the session.* _____

7. What are the “Inputs” for the activity? *Camper approved horses, tack, helmets, trained staff (4:1 ratio), arena, cones, barrels, logs, obstacles, etc...* _____

Geneva Glen Goals and Outcomes: Barn



Activity: Junior / Middler Trail Rides Activity Director: Courtney

1. Brief Description of the Activity: Each junior / middler camper has the opportunity to simultaneously ride with peers and wranglers while experiencing camp property from a different perspective.

2. What is the anticipated "Outcome(s)" of the Activity? To learn and appreciate the value of being in nature. To learn to respect the natural world through a connection between horse and ride. To create a real world application for skills acquired during arena lessons. To create an atmosphere where the camper can learn to trust the horse.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

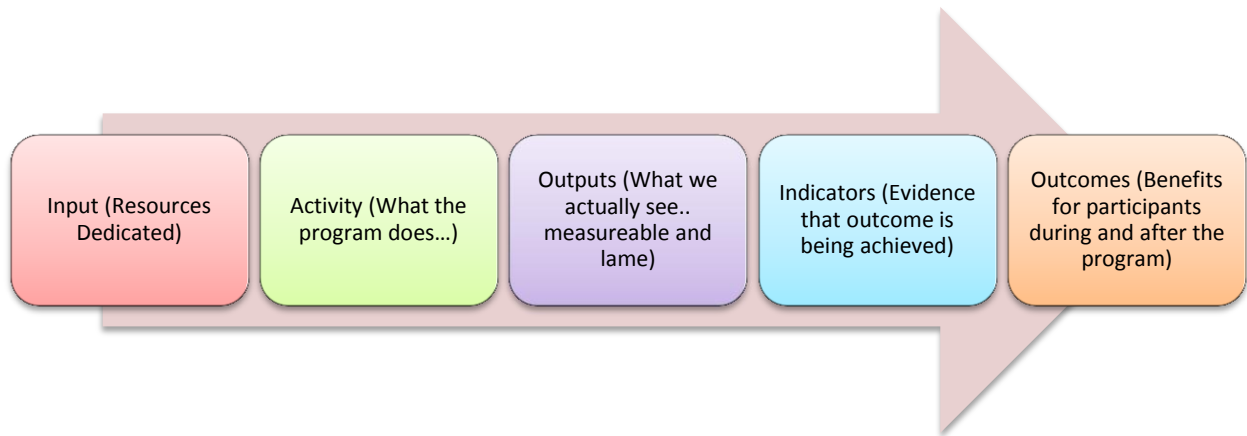
4. How is it related to the camp goal(s) you selected? See outcome descriptions _____

5. How will you and your staff help them achieve this outcome? Every camper participates and completes 2-3 trail rides. _____

6. What are the possible "Indicators" for the activity? Visual affirmation of campers ability on horses. Overall increased control of horses in line. Campers are having fun, casual fun conversation and less reassurance of horse control. Campers learn and talk about the trails around camp. _____

7. What are the "Inputs" for the activity? Camper approved horses, tack, helmets, trained staff (4:1 ratio), age and ability appropriate trails. _____

Geneva Glen Goals and Outcomes: BB's



Activity: BB's Activity Director: Santiago

1. Brief Description of the Activity: Kids use BB guns to shoot targets that they decorate.

2. What is the anticipated "Outcome(s)" of the Activity? For children to have fun, be creative, respect others and become more confident with themselves.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

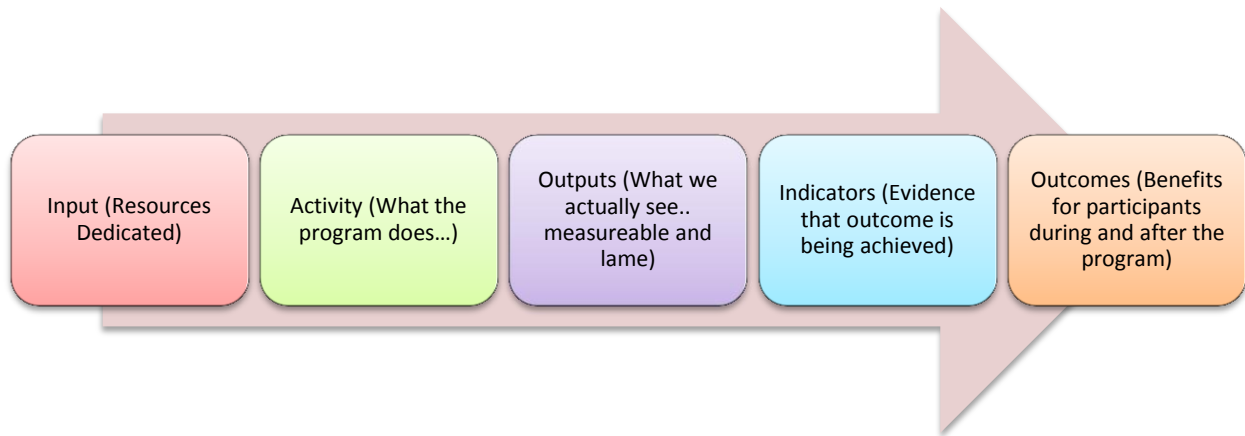
4. How is it related to the camp goal(s) you selected? *Becoming confident is an important part of* _____
discovering self-worth. Respecting others and the BB range develops values. _____

5. How will you and your staff help them achieve this outcome? *By example and creating a safe and* _____
secure environment for learning values and practicing skills. _____

6. What are the possible “Indicators” for the activity? *Children are having a fun time while following the* _____
Rules and are bonding with each other. _____

7. What are the “Inputs” for the activity? *BB guns, targets, trained counselors, decorating materials.* _____

Geneva Glen Goals and Outcomes: Bracelets / Ladies Program



Activity: Bracelets / Ladies Program Activity Director: Piper

1. Brief Description of the Activity: To promote confidence and self-worth through the exploration of qualities within each individual girl.

2. What is the anticipated "Outcome(s)" of the Activity? To come away with a deeper understanding of one's own self-worth and the appreciation of others as well as of Geneva Glen; and to instill a desire to give back outside of camp.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

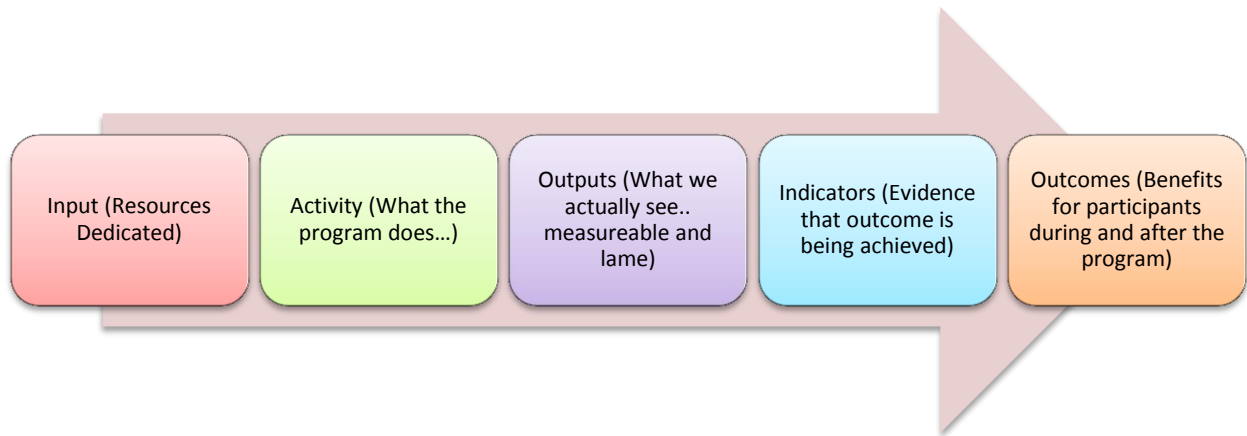
4. How is it related to the camp goal(s) you selected? Promotes self-confidence; encourages the worth of others through the significance and symbolism/meaning of different charms; acknowledging the values within one another an inherent in oneself and respecting them through one's actions; humble service is emphasized to create community leaders as a byproduct. _____

5. How will you and your staff help them achieve this outcome? The staff will help them achieve this outcome through the conscious effort to get to know each girl individually, thereby allowing them to speak more meaningfully at Ladies Court. _____

6. What are the possible "Indictors" for the activity? Return to Geneva Glen; kids initiating Knighthood based conversation; a willingness to give to others; self-confidence; involvement of others in activities; expressing positive comments. CRYING!!! _____

7. What are the "Inputs" for the activity? Paint, bracelets (leather, snaps), brushes, staff time input, listening skills (training), an open mind, LOVE! _____

Geneva Glen Goals and Outcomes: Crafts



Activity: Crafts Role Playing _____ Activity Director: Lainey & Evan _____

1. Brief Description of the Activity: Role playing to coordinate with the activity / crafts project of the set day. _____

2. What is the anticipated "Outcome(s)" of the Activity? The children would be able to become more engaged and creative with their art project and would enjoy it more through participation. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

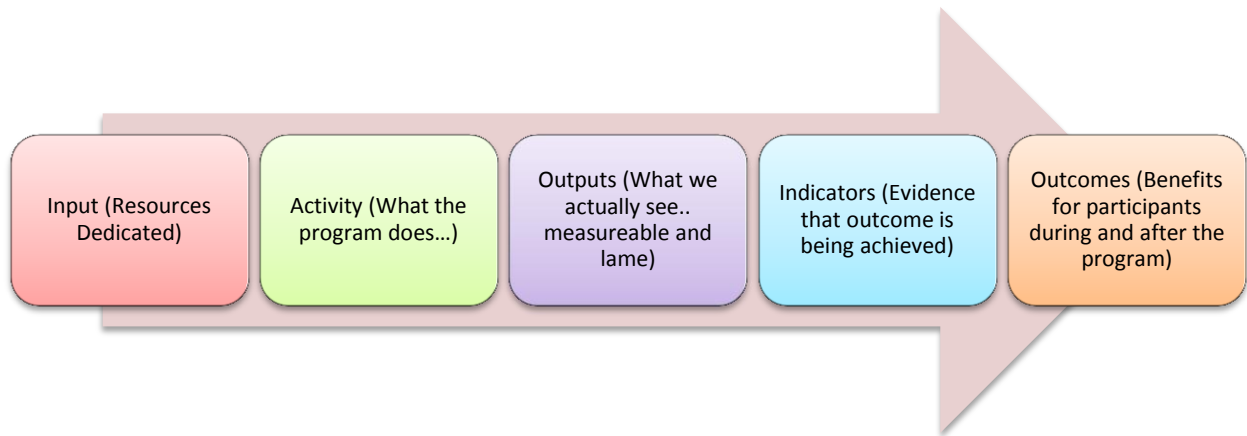
4. How is it related to the camp goal(s) you selected? It allows the children to become more engaged and secure with their ideas and imagination. They are taught to explore their individuality while remaining judgment free of others.

5. How will you and your staff help them achieve this outcome? The staff will remain positive and judgment free while engaging their children in the set activity for the day. Energy and openness will encourage the kids to feel comfortable.

6. What are the possible "Indicators" for the activity? When children react to the role play by playing along and getting into character.

7. What are the "Inputs" for the activity? Train the staff with set guidelines and expectations. Involved counselors as well.

Geneva Glen Goals and Outcomes: Crafts



Activity: Crafts Activity Director: Evan & Lainey

1. Brief Description of the Activity: Collaborative projects for oldest campers, scheduled by dorm and cabin (like challenge).

2. What is the anticipated "Outcome(s)" of the Activity? To explore creative potential; to develop one's expressive capacity; to build teamwork and community in a creative setting.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

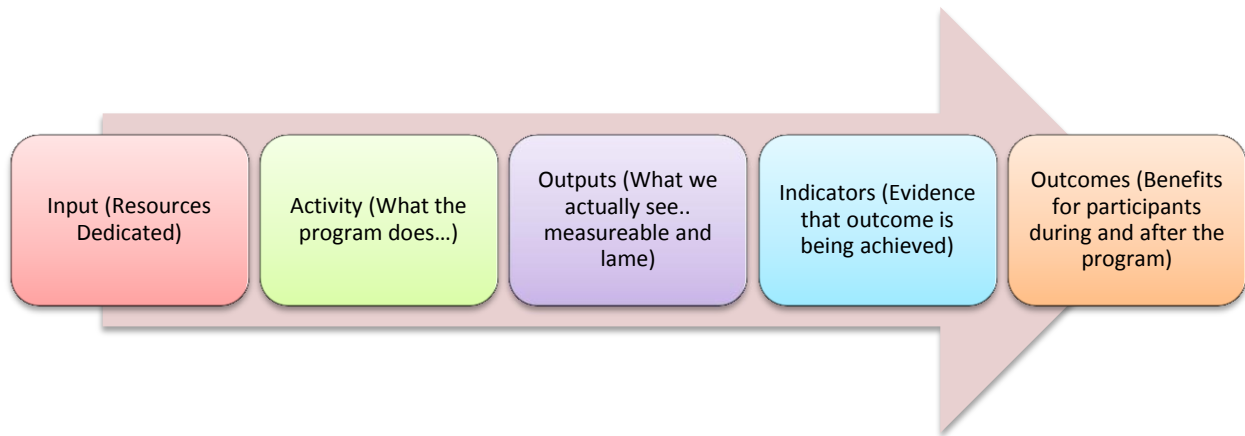
4. How is it related to the camp goal(s) you selected? *This activity will allow campers to practice collaboration, which will, in turn, develop respect for peers. Further, it will give campers the chance to express themselves verbally to the group and creatively, through the project itself.*

5. How will you and your staff help them achieve this outcome? *The staff will maintain an atmosphere of enthusiasm and encouragement. They should stress the process of collaboration over the tangible product. If the campers enjoyed the experience they will be proud of the result, regardless of what it is.*

6. What are the possible “Indicators” for the activity? *Successful physical outcome of the project and the Positive interactions of the campers. Celebrating of their completed project (high fives).*

7. What are the “Inputs” for the activity? *Materials for the project, supervision and encouragement of the staff.*

Geneva Glen Goals and Outcomes: Dance



Activity: Dance _____ Activity Director: Angela _____

1. Brief Description of the Activity: Dance is an area where campers get to participate in special _____
activities and express their creativity through dance. _____

2. What is the anticipated “Outcome(s)” of the Activity? The camper gains self-esteem by being able to _____
showcase their talents. It also expands a camper’s creativity. The shows they participate in also go with _____
the stories we teach at camp (i.e. Sword Soliloquy) _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.**

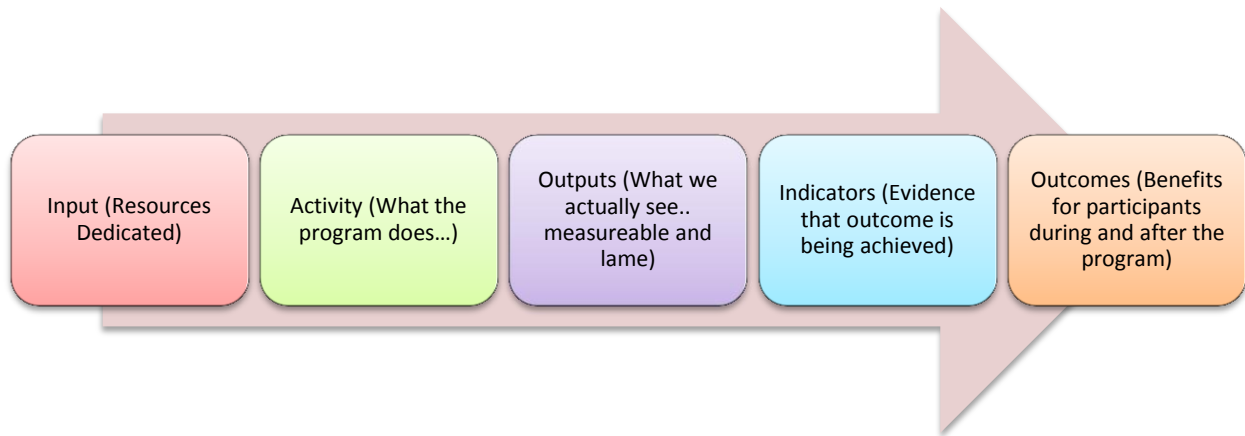
4. How is it related to the camp goal(s) you selected? *Dance promotes self-worth because it gives the camper a chance to express themselves and their creativity. It inspires good leaders because dance is an outlet to anything that could hinder a campers lack to lead.*

5. How will you and your staff help them achieve this outcome? *We will make sure any dance we teach the campers is within their skill level and they feel comfortable doing it. We will also give them the opportunity for input so they use their own creativity.*

6. What are the possible "Indicators" for the activity? *Possible indicators at the dancers expressing feelings of accomplishment by a performance (pride, excitement...)*

7. What are the "Inputs" for the activity? *Trained dance staff that is creative; props and music.*

Geneva Glen Goals and Outcomes: Drama



Activity: Merlin's Masque Activity Director: Max

1. Brief Description of the Activity: A day long play chronicling the young years of Merlin the Enchanter.

2. What is the anticipated "Outcome(s)" of the Activity? Inspires self-esteem and creativity. It also entertains the audience who equally participate in the play, for they are the reason it happens. Because of this the actors are serving camp as well as themselves.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.**

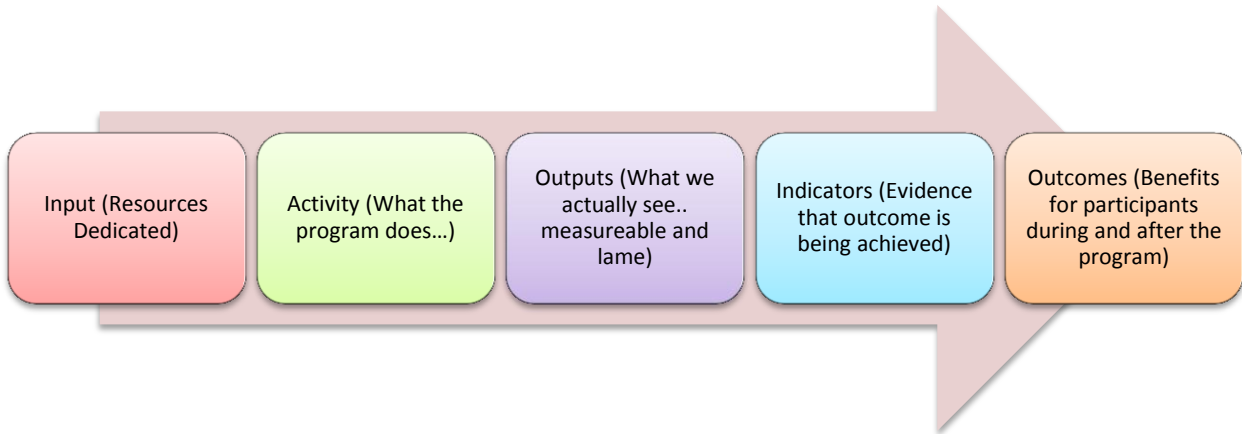
4. How is it related to the camp goal(s) you selected? Dignity and self-worth are linked to self-esteem.
By performing and working hard for that performance, kids develop self-esteem. It is an opportunity for
artistically oriented children to shine at camp.

5. How will you and your staff help them achieve this outcome? Through interacting with campers and
providing examples of esteem and freedom we'll allow the kids to be in a safe environment where they
can perform and feel worthy.

6. What are the possible "Indicators" for the activity? The praise kids receive after the performance.
Each year kids will return to act once more in the play, and are always excited to do so. The hard work
they show also demonstrates the outcome of this activity.

7. What are the "Inputs" for the activity? The scripts, costumes, actors, dancers, lights, props, directors,
choreographers, set, audience.

Geneva Glen Goals and Outcomes: Junior / Middler Day



Activity: Junior / Middler Day Activity Director: Alex

1. Brief Description of the Activity: One day a session where special activities are planned for the younger campers who get to choose what they want to do.

2. What is the anticipated "Outcome(s)" of the Activity? Each junior and middler will be able to choose 2-3 activities designed outside of the normal camp programming and be able to attend these activities separately from the rest of their cabin/dorm.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

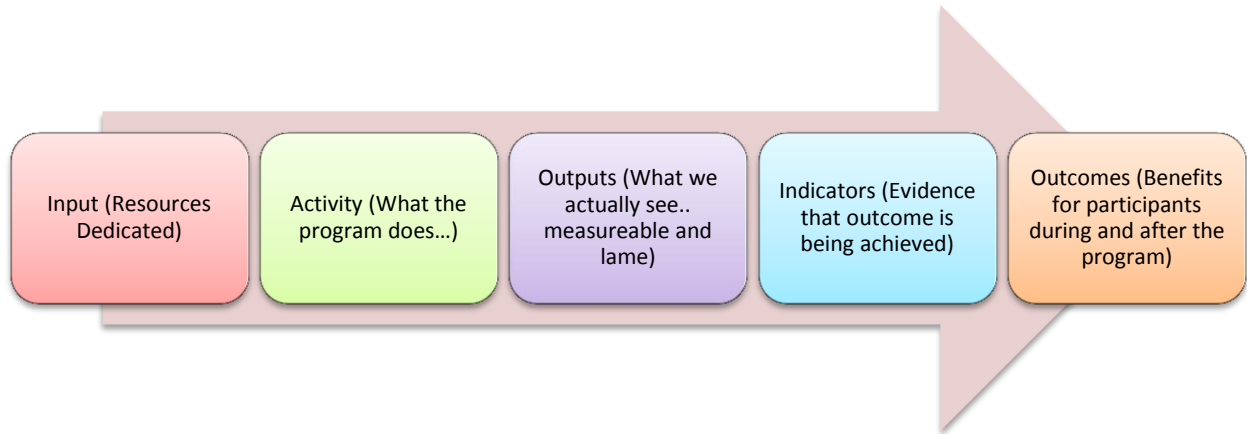
4. How is it related to the camp goal(s) you selected? *Younger campers will find an increased sense of self-worth in their ability to choose what they want to do and to attend activities without the comfort of their own counselors and cabin / dorm (independence).* _____

5. How will you and your staff help them achieve this outcome? *By providing them with exciting and new activities to learn new skills and experience new things and make new friends. Through this activity we will also treat them as mature enough to get themselves where they need to go.* _____

6. What are the possible “Indicators” for the activity? *Excitement and nervousness from the campers at the beginnings and then positive reports at the end.* _____

7. What are the “Inputs” for the activity? *Staff and activities (materials will vary).* _____

Geneva Glen Goals and Outcomes: Marathon / Store



Activity: Wood Burning Names Activity Director: David

1. Brief Description of the Activity: Permanently marking names on the wall of store for camper in their 6th year or more.

2. What is the anticipated "Outcome(s)" of the Activity? Campers will develop a greater sense of community and citizenship as they "imprint" themselves on camp.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

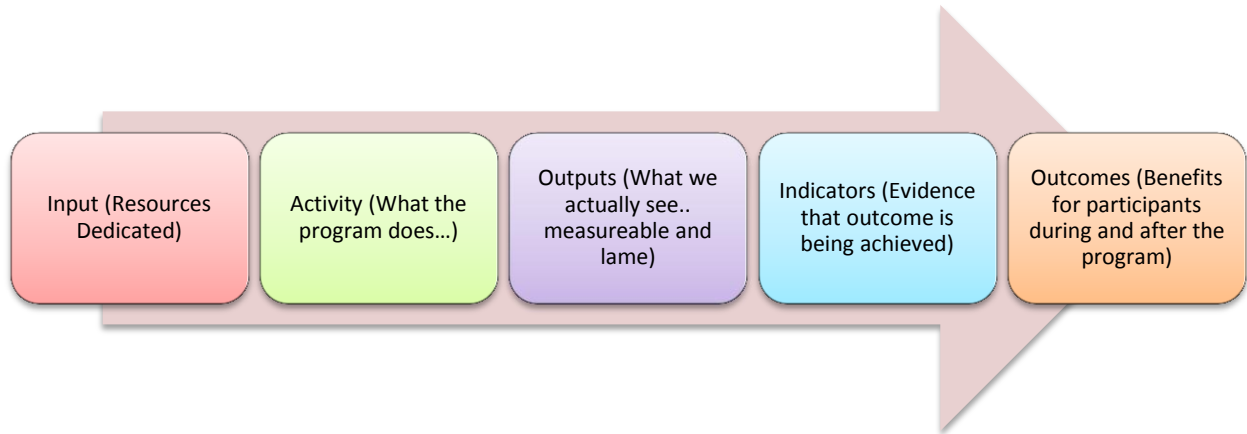
4. How is it related to the camp goal(s) you selected? Campers will be proud of their own name on the wall – promoting dignity and worth. Due to the requirement for participation it develops a commitment to the GG enduring values.

5. How will you and your staff help them achieve this outcome? Providing supervision at a time that has been determined – encouraging all those eligible to participate.

6. What are the possible “Indicators” for the activity? High participation, campers “showing off” names to other campers.

7. What are the “Inputs” for the activity? Wall at store, wood burner, staff supervision

Geneva Glen Goals and Outcomes: Pool



Activity: Water Survival Course Activity Director: Aryn & Elyse

1. Brief Description of the Activity: Water survival course on safety procedures and emergency procedures in the water.

2. What is the anticipated “Outcome(s)” of the Activity? To increase interest in exploration by providing necessary survival skills which also increases children’s confidence in aquatic activities.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

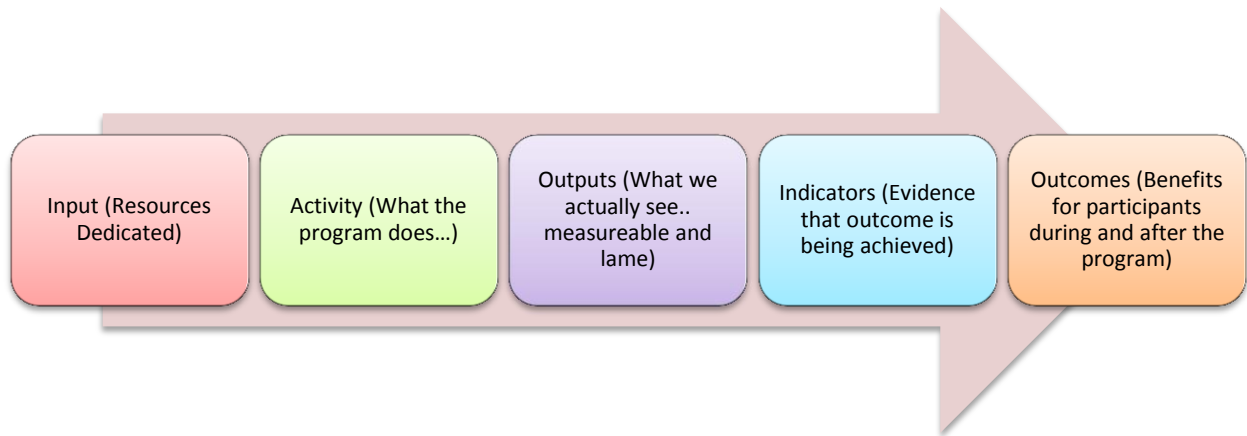
4. How is it related to the camp goal(s) you selected? *It provides children with the skills necessary to make them feel comfortable in aquatic situations which we hope will increase their confidence and interest in aquatic situations.*

5. How will you and your staff help them achieve this outcome? *Provide them with a pool and knowledgeable instruction.*

6. What are the possible “Indictors” for the activity? *The camper’s initial interest and also their increased skills in the area.*

7. What are the “Inputs” for the activity? *Pool, knowledgeable and enthusiastic staff and any necessary equipment, safe environment in which to practice these skills.*

Geneva Glen Goals and Outcomes: Pool



Activity: Mermaid Ring Dive _____ Activity Director: Elyse and Aryn _____

1. Brief Description of the Activity: A staff member dressed as a mermaid leads the activity where kids _____
"dive" for treasures in the water. _____

2. What is the anticipated "Outcome(s)" of the Activity? To increase perceived confidence by becoming _____
comfortable with aquatic activities. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

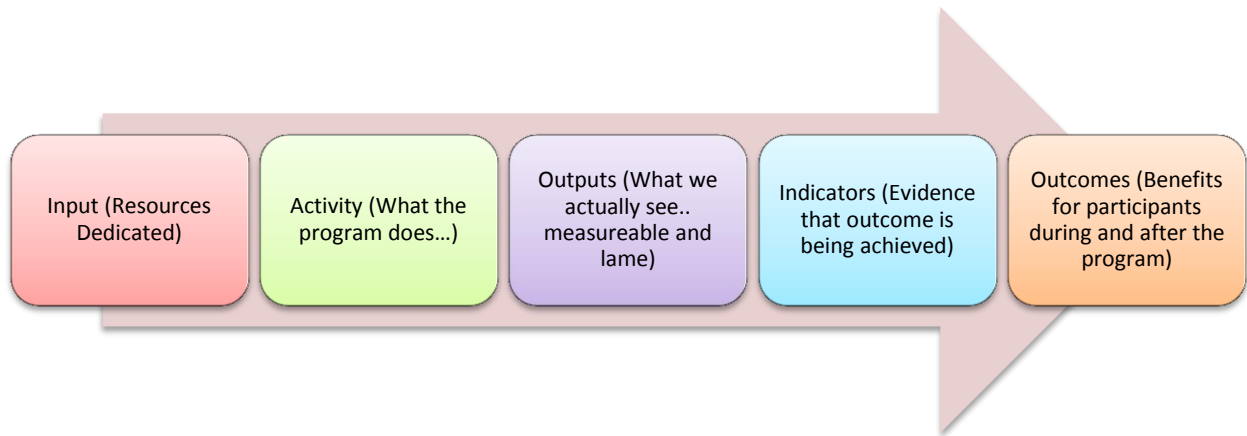
4. How is it related to the camp goal(s) you selected? *It gives campers an opportunity to succeed at an activity in the water and therefor allowing them to become more proud of themselves.* _____

5. How will you and your staff help them achieve this outcome? *Staff will be positive influences in encouraging the children to participate and succeed as well as making them feel "big" and important.* _____

6. What are the possible "Indictors" for the activity? *Kids succeeding at getting rings (as well as improvement in swimming). Kids expressing joy after having completed the activity.* _____

7. What are the "Inputs" for the activity? *Rings, costumes, pool, staff, safety equipment, creativity* _____

Geneva Glen Goals and Outcomes: Pool



Activity: Slide Activity Director: Elyse and Aryn

1. Brief Description of the Activity: Slide on the slide!

2. What is the anticipated “Outcome(s)” of the Activity? To give participants a sense of accomplishment and a chance to overcome their fear by allowing time to use the slide ad providing support, encouragement, and a safe environment.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

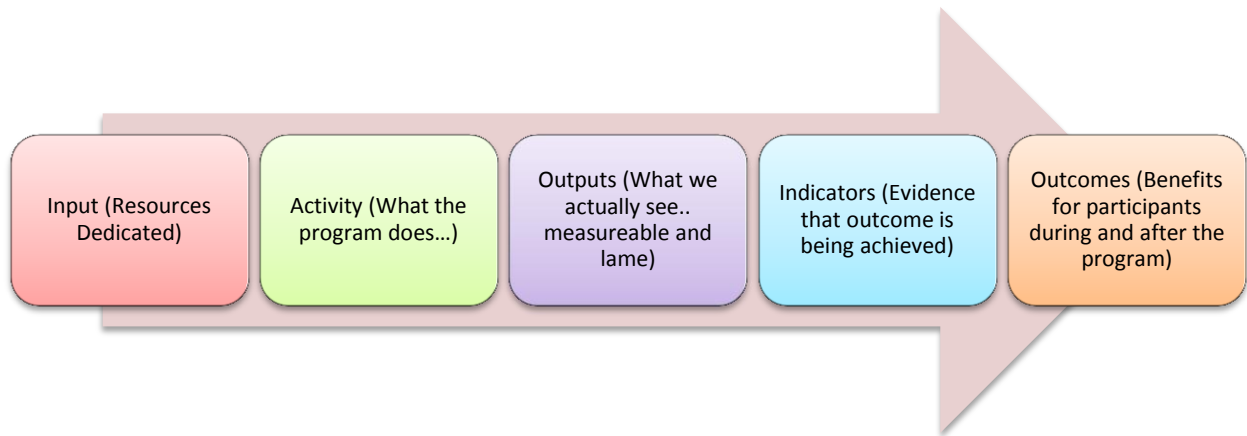
4. How is it related to the camp goal(s) you selected? *Helps children become comfortable in an aquatic environment. Gives opportunity to accomplish something, though small – it's a chance to overcome fear.*

5. How will you and your staff help them achieve this outcome? *Provide a safe and supportive environment.*

6. What are the possible "Indicators" for the activity? *A huge smile when a camper gets off the slide!*

7. What are the "Inputs" for the activity? *Pool, slide, safe environments, trained staff, equipment.*

Geneva Glen Goals and Outcomes: Rifles



Activity: Rifles _____ Activity Director: Andre _____

1. Brief Description of the Activity: Learn proper shooting technique, proper safety methods _____

2. What is the anticipated "Outcome(s)" of the Activity? With proper training, kids become accurate and successful at shooting, making them feel big (competent) and they gain personal responsibility and awareness of guns and gun control outside of camp. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

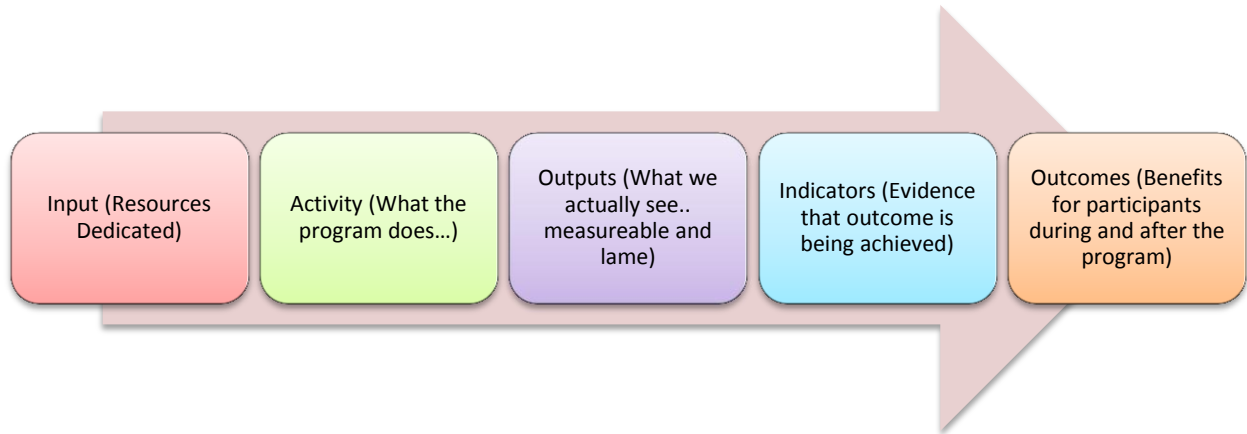
4. How is it related to the camp goal(s) you selected? *Success and learning opportunities promote the discovery of dignity and worth. Awareness of weapons (guns) and their safety features (and limits) develops respect for the dangers of rifles.* _____

5. How will you and your staff help them achieve this outcome? *Proper training to allow kids to strive productively for excellence, close supervision to ensure safety as well as leading by example to build safe habits.* _____

6. What are the possible “Indicators” for the activity? *For those who really get into the program, accurate shooting and continuous scoring is an indicator. For those who only come occasionally, improved shooting and visible happiness show accomplishment (perceived competence).* _____

7. What are the “Inputs” for the activity? *Rifles staff, accurate guns, sufficient ammo, various aides to learn / shoot accurately (i.e. sling, prone support).* _____

Geneva Glen Goals and Outcomes: Rifles



Activity: Hatchets _____ Activity Director: Andre _____

1. Brief Description of the Activity: Throwing hatchets at log targets _____

2. What is the anticipated "Outcome(s)" of the Activity? A sense of accomplishment with the "thwack" of a buried hatchet, adding to a child's feeling of self-worth. An alternative to using guns. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

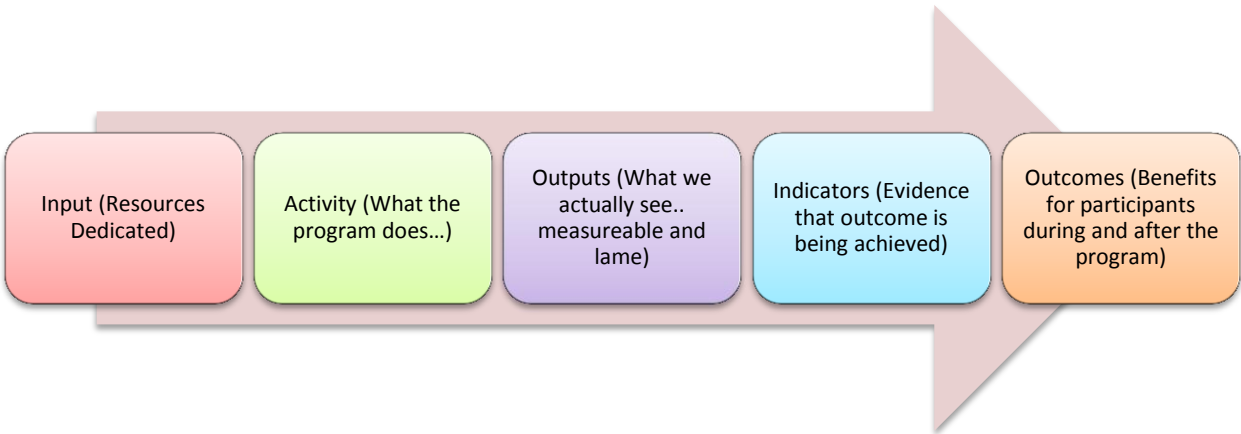
4. How is it related to the camp goal(s) you selected? Throwing hatchets is something many kids want to try because it is outside of the limits of what they can normally do (like playing with fire...). As an activity in a controlled settings, they can do this safely an gain in "interest in exploration" and gain self-confidence and a feeling of accomplishment.

5. How will you and your staff help them achieve this outcome? Instruction and coaching on a camper by camper basis.

6. What are the possible "Indictors" for the activity? Increased participation, high fives, happiness!

7. What are the "Inputs" for the activity? Staff capable of throwing and teaching, intact and sharp hatchets, fresh log rounds and spray paint to make targets.

Geneva Glen Goals and Outcomes: Ropes



Activity: High Elements _____ Activity Director: Gabi _____

1. Brief Description of the Activity: Climbing Wall, Zipline, Oh Mama (Big Swing), Upper Elements, _____
Giant's Ladder. _____

2. What is the anticipated "Outcome(s)" of the Activity? Increased self-confidence, increased comfort in
the outdoors, increased respect for each other's decisions. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

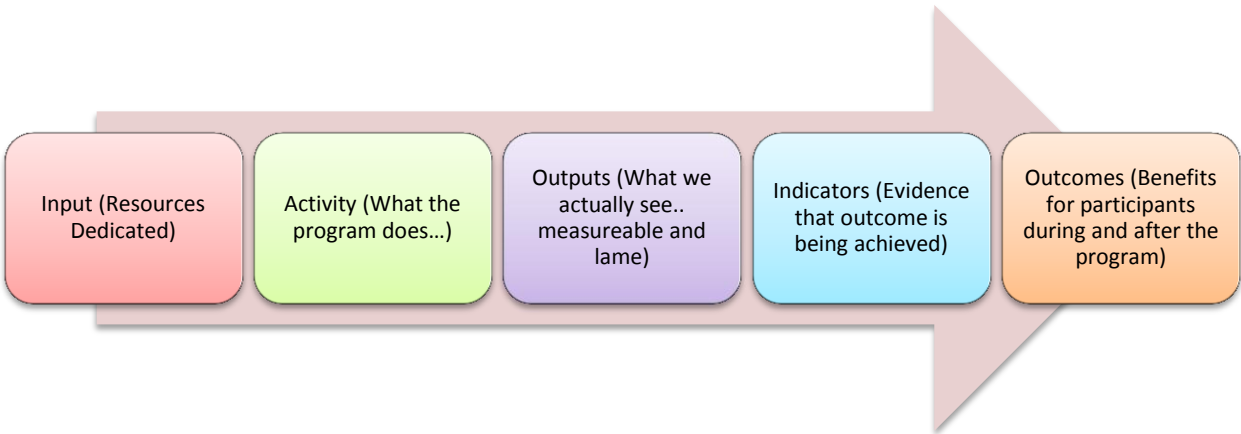
4. How is it related to the camp goal(s) you selected? Ropes stimulates loves for and care of the natural world by making kids comfortable and allowing them to have fun in the outdoors. It promotes one's dignity and self-worth by helping kids set goals, reach them and sometimes exceed the, which increases self-confidence. Ropes helps develop respect for others because everyone can set their own goals, no matter how small and everyone in a group must respect that decision and help them achieve the goal.

5. How will you and your staff help them achieve this outcome? Keep them physically safe (harnesses, belaying, safety checks), keep them emotionally safe (do not make them go outside their comfort zone but encouraging them if they choose to), make each child make a choice and then support that decision.

6. What are the possible "Indictors" for the activity? Smiles, kids talking about what they did, kids saying and acting like they're having fun.

7. What are the "Inputs" for the activity? Trained staff, harnesses, ropes, elements, various other equipment (i.e. Zipline pulley).

Geneva Glen Goals and Outcomes: Ropes



Activity: Challenge (Low Elements) Activity Director: Gabi

1. Brief Description of the Activity: Group games, low ropes elements (group activities)

2. What is the anticipated "Outcome(s)" of the Activity? Increased ability to work together, increased respect for others (cabin / dorm bonding).

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

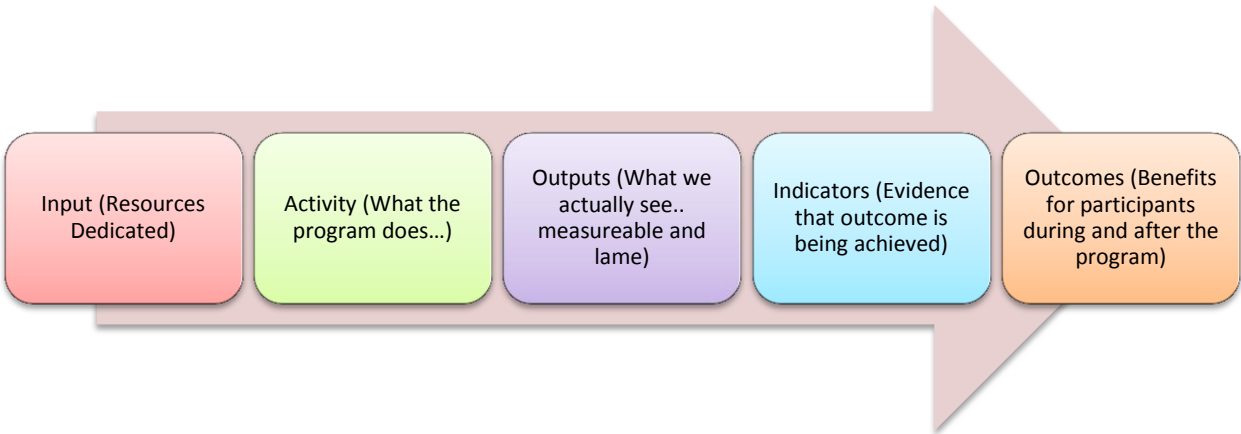
4. How is it related to the camp goal(s) you selected? *Challenge helps makes kids comfortable in the outdoors and they have fun outside. It promotes a kid's dignity and worth when they are able to lead their cabin/dorm in an activity. It encourages respect for all, no matter their ability or comfort level, and it helps teach both how to lead and to listen and follow.*

5. How will you and your staff help them achieve this outcome? *Slowly build difficulty of activities, debrief after activities, adjust activities to group, keep them physically and emotionally safe (see high ropes outcome sheet).*

6. What are the possible "Indictors" for the activity? *Increased group efficacy, smiling kids having fun*

7. What are the "Inputs" for the activity? *Trained staff, low ropes elements, various other equipment (i.e. tarps, bucket, string, etc.).*

Geneva Glen Goals and Outcomes: Shields



Activity: Shields Activity Director: Elliot

1. Brief Description of the Activity: Campers paint shield to symbolize the Knighthood program.

2. What is the anticipated "Outcome(s)" of the Activity? Campers are able to use practice and personal dedication towards the Knighthood program to create a shield they are proud of.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

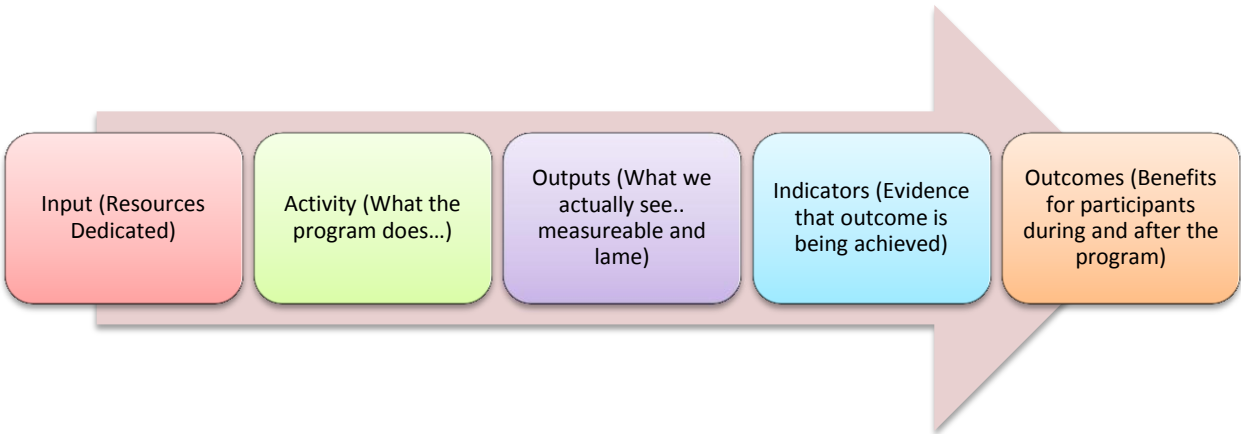
4. How is it related to the camp goal(s) you selected? By sitting down and focusing on painting a shield for a long period of time, kids will have a chance to reflect. Since the shields symbolize Knighthood, the making of a shield will hopefully steer kids to positive values and beliefs.

5. How will you and your staff help them achieve this outcome? Providing all the tools necessary to make a shield. Providing a positive environment at shields, which allows campers to be their "best self."

6. What are the possible "Indicators" for the activity? Kids make comments about the importance of the shield. The long tradition of "displaying" shields (veteran campers bring old shields up to camp putting them up in their bunks.

7. What are the "Inputs" for the activity? Paint, cut shields, brushes, enthusiastic and competent staff.

Geneva Glen Goals and Outcomes: Slingshots



Activity: Slingshots _____ Activity Director: Chris _____

1. Brief Description of the Activity: Going through the "labyrinth" stopping occasionally to shoot targets

2. What is the anticipated "Outcome(s)" of the Activity? Excitement from the kids, hopefully a sense of accomplishment by both hitting the target and completing the "labyrinth."

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

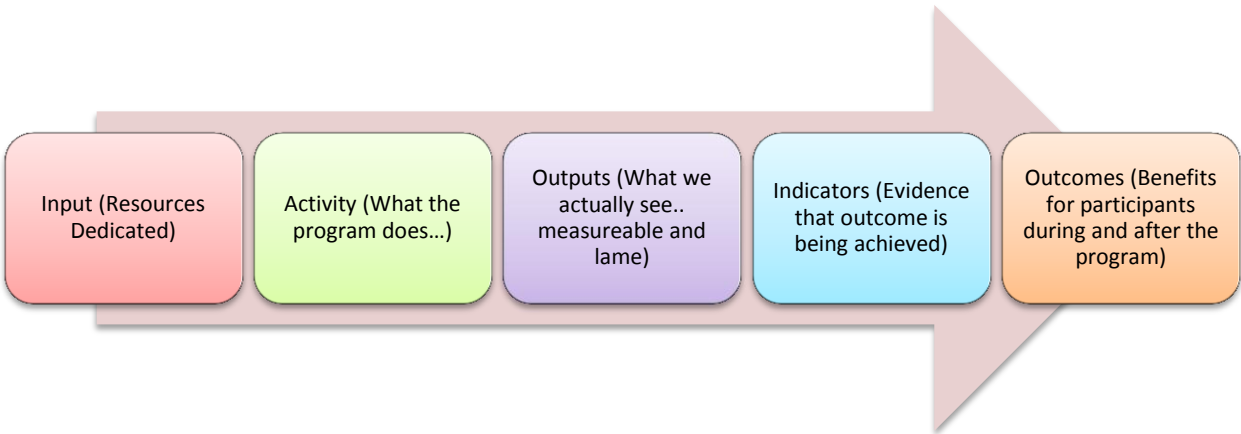
4. How is it related to the camp goal(s) you selected? *By successfully completing the course a child can build self confidence in their independence and their ability to succeed.*

5. How will you and your staff help them achieve this outcome? *By remaining positive even if a child is struggling and encouraging them to try again until they are successful.*

6. What are the possible “Indicators” for the activity? *Smiles are probably the best and comment like “I did it!” or “that was a lot of fun!”*

7. What are the “Inputs” for the activity? *The “labyrinth,” slingshots, safety glasses, rocks, targets, staff*

Geneva Glen Goals and Outcomes: Slingshots



Activity: Slingshots _____ Activity Director: Chris _____

1. Brief Description of the Activity: Going hiking occasionally stopping to shoot at different targets. _____

2. What is the anticipated "Outcome(s)" of the Activity? Physical exercise and a sense of enjoyment _____
in the natural world. Also an appreciation for what in nature is not okay to destroy. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

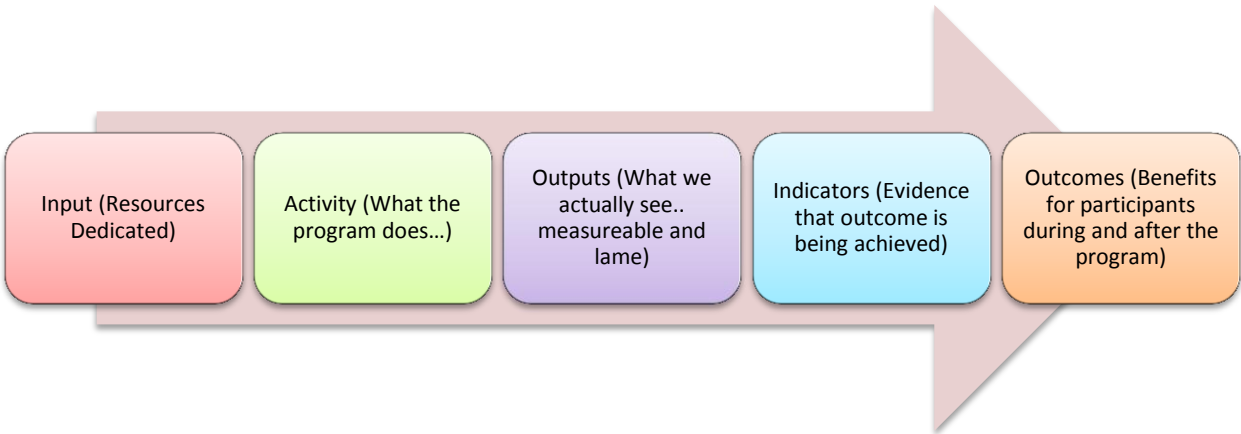
4. How is it related to the camp goal(s) you selected? By going on the trails, campers will be exposed to more of the natural world than they would during a normal camp day.

5. How will you and your staff help them achieve this outcome? By making sure to direct the kids to only shoot certain targets teaching them the sacredness of certain aspects of nature.

6. What are the possible "Indicators" for the activity? Positive comment about the hike. Respect for nature ("don't shoot that!").

7. What are the "Inputs" for the activity? Trails, staff, slingshots, rocks, targets.

Geneva Glen Goals and Outcomes: Special Operations



Activity: Evening Play / Special Events _____ Activity Director: Ben _____

1. Brief Description of the Activity: A scheduled activity each night as well as special event days (_____
rendezvous, 4th of July, Chautauqua) occasionally during the summer. _____

2. What is the anticipated “Outcome(s)” of the Activity? To do activities outside of the normal camp _____
programming. To give campers more of an opportunity to showcase their talents (council fire, airband, _____
etc.) and passions. To become more confident and adventurous. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

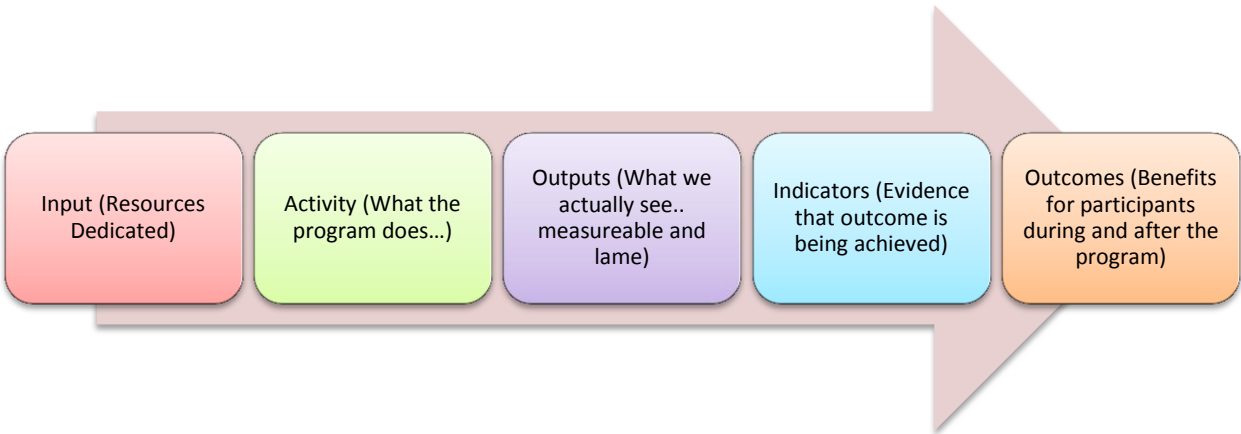
4. How is it related to the camp goal(s) you selected? Council fires and other evening plays encourage working together, communication and respect while giving camper the chance for growth in a public setting. Through this they learn responsibility and respect, while having fun!

5. How will you and your staff help them achieve this outcome? Staff will encourage (but not force) participation, listen to camper ideas (often collaborating) and support each camper for his or her varying talents and confidence. Counselors will never ridicule a camper for being shy, less talented or for making mistakes.

6. What are the possible “Indicators” for the activity? Campers will comment afterwards on the experience. Also, counselors may notice an increase in confidence and willingness to try something new.

7. What are the “Inputs” for the activity? Council Ring, lodge, counselors and staff to run activities.

Geneva Glen Goals and Outcomes: Sports



Activity: Sports _____ Activity Director: Alana _____

1. Brief Description of the Activity: Area at camp that provides the opportunity for a variety of sports _____
games to be playing including but not limited to softball, dodgeball, tetherball, kickball, etc... _____
(Specifically senior softball). _____

2. What is the anticipated “Outcome(s)” of the Activity? To develop teamwork skills, maintain physical _____
fitness, and gain an appreciation of playing a sport in natural elements. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

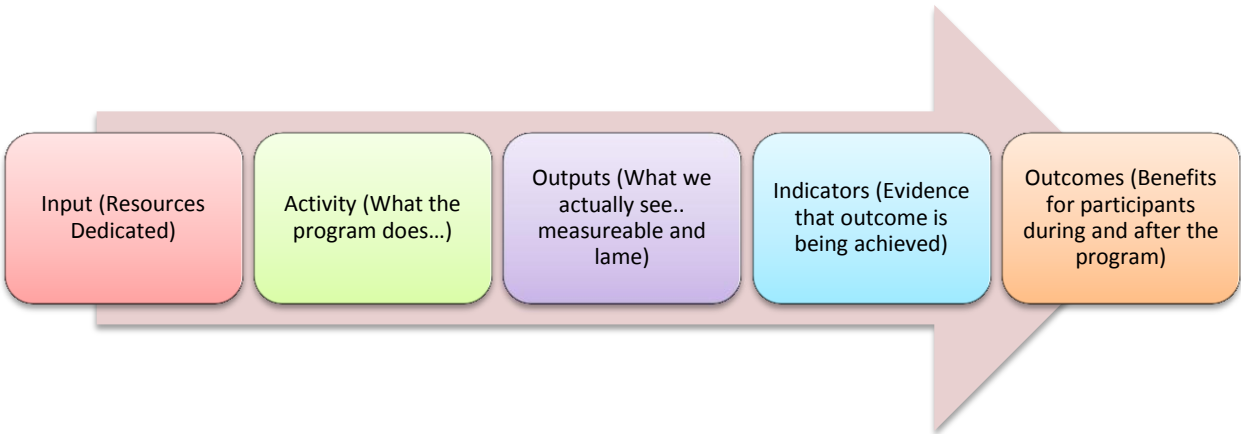
4. How is it related to the camp goal(s) you selected? By playing softball outside campers can learn to appreciate the outdoor, dignity and worth can be promoted with personal success at a sport, respect by learning how to work with others, and sports can be a way to involve a family or community if interest is sparked.

5. How will you and your staff help them achieve this outcome? Supportive members of staff can help to make sure the softball game runs properly and is a positive experience for campers. LBE.

6. What are the possible “Indicators” for the activity? Seeing visible signs of teamwork on the softball diamond, increased participation, sportsmanship.

7. What are the “Inputs” for the activity? Sports Equipment

Geneva Glen Goals and Outcomes: Sports



Activity: J/M Dodge Ball _____ Activity Director: Alana _____

1. Brief Description of the Activity: Time honored GG tradition of Dodge Ball!

2. What is the anticipated “Outcome(s)” of the Activity? Younger campers learn rules, how to work together, and enjoy playing the game. They would appreciate the outdoors and learn sportsmanship.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

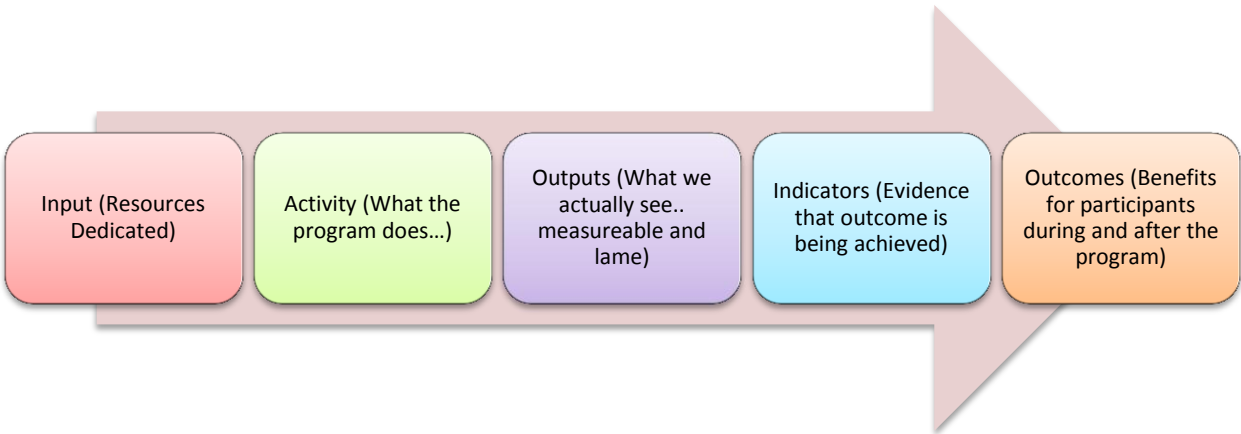
4. How is it related to the camp goal(s) you selected? By allowing young kids to play dodge ball they _____
appreciate the outdoors, gain respect for fellow team members and opponents and learn the importance
of teamwork and sportsmanship. (Rules) _____

5. How will you and your staff help them achieve this outcome? Active and safe participation. Observe
dodge ball equipment is being used properly and is in good condition. _____

6. What are the possible "Indictors" for the activity? Indicators would be making friendships on the _____
court, enjoying the game, following the rules, and showing sportsmanship ("I'm out...Do over...etc..") _____

7. What are the "Inputs" for the activity? Dodge balls, court, net, counselor supervision. _____

Geneva Glen Goals and Outcomes: Vespers



Activity: Sunday Vespers Activity Director: Paige

1. Brief Description of the Activity: Sunday morning gathering in the chapel composed of readings, music dance, and a main speaker.

2. What is the anticipated "Outcome(s)" of the Activity? To spiritually uplift campers and staff as well as promote relaxation by proving a break in routine and a time to reflect.

Can address any of the camp goals depending on the theme!

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

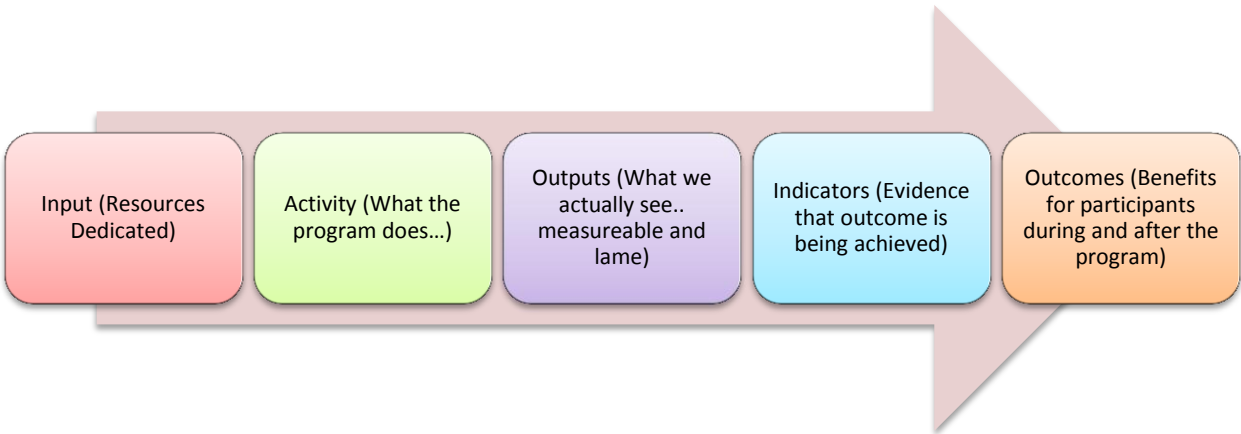
4. How is it related to the camp goal(s) you selected? *Depending on the session and the chosen theme, any goal can be addressed.*

5. How will you and your staff help them achieve this outcome? *Vespers on Sunday incorporates staff in several capacities, such as reading poems / quotes, sharing experiences, playing music / singing / dance*

6. What are the possible “Indicators” for the activity? *Positive feedback from campers and staff*

7. What are the “Inputs” for the activity? *Staff member talent, books, quotes, etc...*

Geneva Glen Goals and Outcomes: Vespers



Activity: Thursday Vespers _____ Activity Director: Paige _____

1. Brief Description of the Activity: Evening play on the first Thursday of the session. Will incorporate the theme of the session and usually involve stations and be interactive. _____

2. What is the anticipated “Outcome(s)” of the Activity? To enlighten, motive, and educate campers through an interactive evening play – can address any and all possible outcomes! _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.**

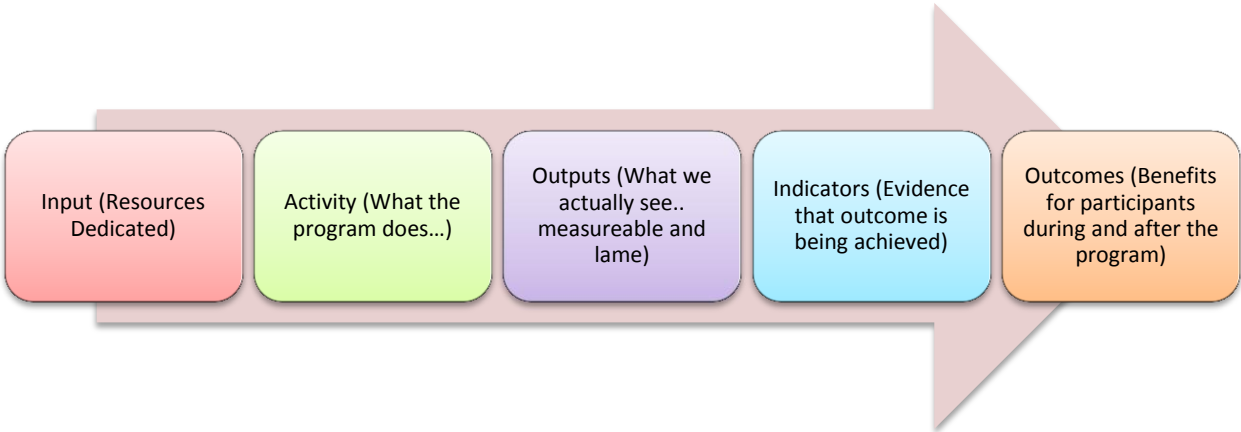
4. How is it related to the camp goal(s) you selected? See above _____

5. How will you and your staff help them achieve this outcome? Working in stations will help campers to experience hands on learning. Counselors will act as facilitators and prompt camper conversations! _____

6. What are the possible “Indicators” for the activity? Received positive feedback from campers and staff _____

7. What are the “Inputs” for the activity? Staff facilitation, books, quotes, places to meet _____

Geneva Glen Goals and Outcomes: W.E. (Wilderness Experience)



Activity: Bernstein Bears Hike Activity Director: Lizzy / Kevan

1. Brief Description of the Activity: Kids are taught about the importance of bears though lyrics, games, information and the bear pledge.

2. What is the anticipated "Outcome(s)" of the Activity? Understand and appreciate that bears are an important element of nature that should be protected and respected.

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.
- Encourages respect for all races, creeds, and backgrounds.**
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

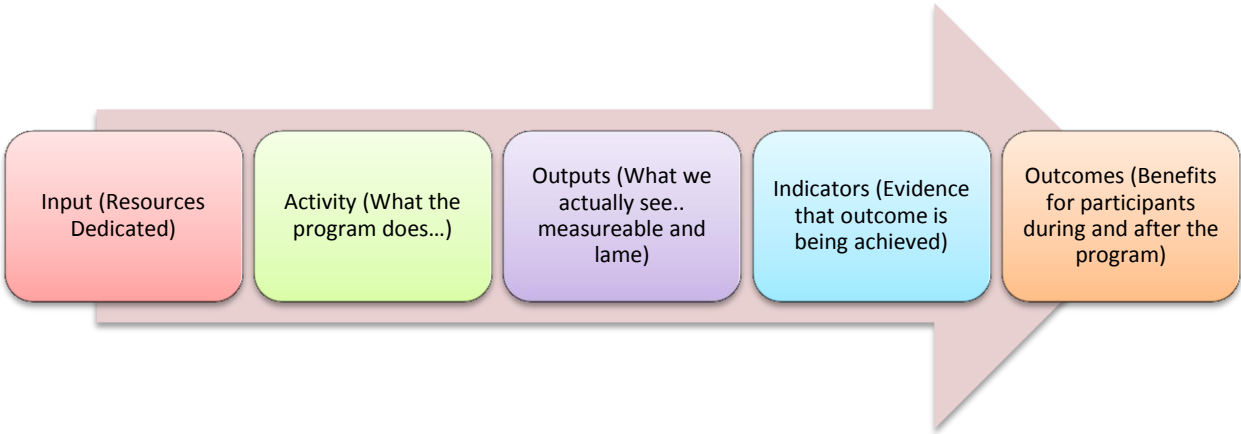
4. How is it related to the camp goal(s) you selected? *This activity stimulates campers to think positively about bears while understanding and respecting sources and effects of their potential danger, building respect for nature as a whole. Bears also relate to misunderstood individuals of society.* _____

5. How will you and your staff help them achieve this outcome? *The staff will introduce the activity, read a bear poem, hike, play a bear game, learn 5 things to do if you see a bear and the GG Keep the Bears Wild Pledge.* _____

6. What are the possible “Indicators” for the activity? *Following the bear prevention rules (closed doors, no trash, food) as well as expressed respect and appreciation for bears.* _____

7. What are the “Inputs” for the activity? *Trails, the Bears poem, trained staff, the Pledge* _____

Geneva Glen Goals and Outcomes: W.E. (Wilderness Experience)



Activity: Camp Overnight _____ Activity Director: Lizzy / Kevan _____

1. Brief Description of the Activity: Campers go into the wilderness for a sleepover night _____

2. What is the anticipated “Outcome(s)” of the Activity? Friendship skills, teamwork, independence, interest in exploration, affinity for nature! Take that! _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.**
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.
- Inspires service and responsibility to foster exemplary school and community leaders.

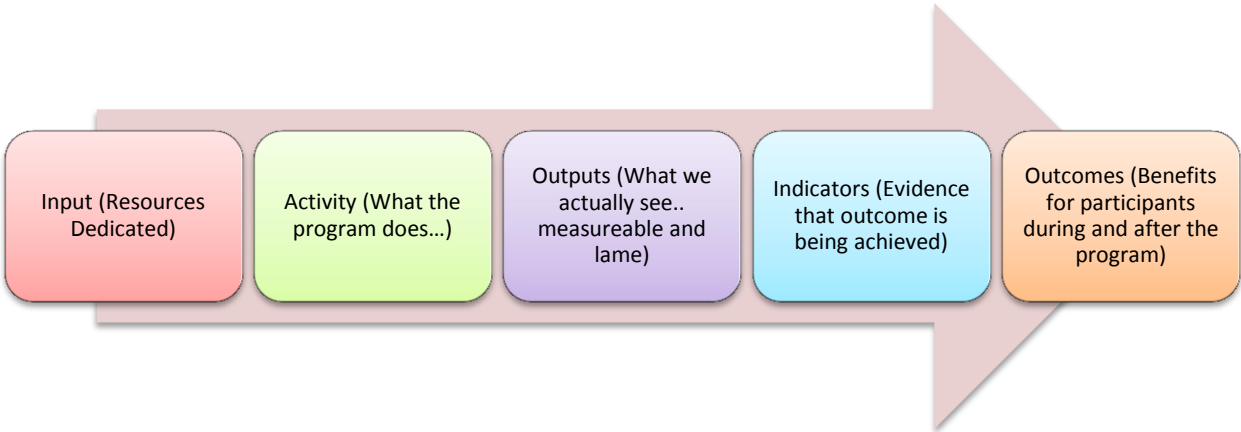
4. How is it related to the camp goal(s) you selected? Campers learn to love nature as they experience it. Become better friends through uniting, working together and feeling valued. Teaching them that they can have fun even away from the comforts of the home. _____

5. How will you and your staff help them achieve this outcome? Staff will provide water and safe places to camp out as well as emergency / medical support. _____

6. What are the possible “Indicators” for the activity? Campers become involved in specialized overnights and verbally express their enjoyment of the overnight. _____

7. What are the “Inputs” for the activity? Sleeping bags, water bottles, communications device, poo kit, meds, water, overnight locations. _____

Geneva Glen Goals and Outcomes: W.E. (Wilderness Experience)



Activity: Silent Hike / Creative Writing _____ Activity Director: Lizzy / Kevan _____

1. Brief Description of the Activity: Cabin / Dorm groups hike in silence to a quiet location, reflect on the nature around them and express their thoughts in creative writing. _____

2. What is the anticipated “Outcome(s)” of the Activity? Participants have a great reverence for nature and simplicity. Additionally, participants experience an oftentimes new sense of the value of silence and the escape camp creates. _____

3. Which Camp Goal(s) is this Outcome Related to:

- Stimulates love for and care of the natural world.**
- Promotes discovery of one's own dignity and worth.
- Encourages respect for all races, creeds, and backgrounds.
- Develops commitment to enduring values and respect.**
- Inspires service and responsibility to foster exemplary school and community leaders.

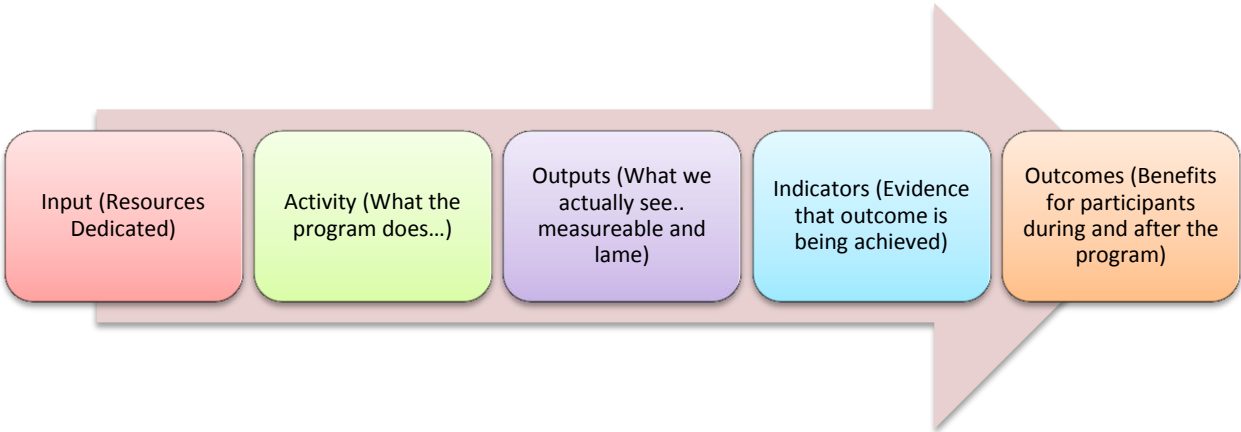
4. How is it related to the camp goal(s) you selected? Love and care for the natural world is obvious as campers literally contemplate this concept. Dedication to enduring values is showing in the appreciation for silence and the peace campers express in writing.

5. How will you and your staff help them achieve this outcome? Staff talks to campers about the sounds they hear inside camp and contrast with sound outside of camp. Additionally, staff facilitates creative writing and discussion of the scarcity of silence in "normal" life.

6. What are the possible "Indicators" for the activity? Participation in the silence, the "fruitage" of the writing the campers produce.

7. What are the "Inputs" for the activity? pens, pads of paper, WE Staff, Trails

Geneva Glen Goals and Outcomes: W.E. (Wilderness Experience)



Activity: Permit Trips Activity Director: Lizzy / Kevan

1. Brief Description of the Activity: Campers travel to Pike National Forest with two W.E. Staff and
complete a hike

2. What is the anticipated “Outcome(s)” of the Activity? Campers enjoy strenuous physical activity, a
sense of achievement, improved camaraderie with their trip mates, cross age round relationship building
and an amazing outdoor experience, learn out respecting natural resources and trail preservation.

3. Which Camp Goal(s) is this Outcome Related to:
- Stimulates love for and care of the natural world.**
 - Promotes discovery of one's own dignity and worth.**
 - Encourages respect for all races, creeds, and backgrounds.**
 - Develops commitment to enduring values and respect.
 - Inspires service and responsibility to foster exemplary school and community leaders.**

4. How is it related to the camp goal(s) you selected? *Visiting the beauties of the National Forest and overcoming challenges as a team allows campers to appreciate nature, each other, themselves and the communal resources of National Forest land.* _____

5. How will you and your staff help them achieve this outcome? *Staff will assist campers by discussing trail preservation, intentionally fostering relationships through games and discussion, noticing the splendors of nature and enhancing this with background knowledge and praising the achievement of the group and each individual.* _____

6. What are the possible “Indictors” for the activity? *Increased participation in Permit Trips, expressed appreciation for going and continued relationships with trip mates / staff.* _____

7. What are the “Inputs” for the activity? *Forest Service Permits, WE Staff, Vans and food* _____

Appendix B – Orientation Resources

- A session was added for the supervisors on how to give effective constructive feedback to your peers. This can be especially hard for the Heads of Hill when dealing with a personal friend.
- The Counselor Handbook was repeatedly used throughout the week and we were constantly referring to all of the valuable material inside. This year we stressed how to constantly show enthusiasm with the campers. Scott Arizala, writer of “The Camp Counselor” and member of ACA, compiled a list that our counselors used regularly. Their favorite was to randomly jump around the campers. This proved to be quite a success. Sometimes you would be looking down the meadow and you would see a group of kids just randomly jumping and having a complete blast!
- We wanted to encourage “Teachable Moments” with the staff. If we noticed something during a transition time, a session, or frankly anytime the staff was together that we could learn something from, we would stop everything to acknowledge that moment. An example was when all of the brand new females were sitting together on the first night for dinner. Most of the staff didn’t notice. We stopped everything and said, “What could you do at that moment to help this situation?” We discussed the options and actually changed it right then and there.
- At the end of each orientation session we would ask a question that pertained to that session. If a staff member answered it correctly, they would receive an indulgent bag of dried fruit and chocolate. We were working with their extrinsic motivation and it worked. Instead of looking out into a sea of blank faces, the staff became willing participants.
- We also wanted to catch them using “camp awareness.” At times, we strategically placed napkins on the floor, a rock near the steps of the lodge, a swing hanging by one chain, etc. Several times we were able to catch a staff member fixing the issue. We made sure the whole group would see the good deed as well.
- The book *Queen Bees and Wannabees* by Rosalind Wiseman was incorporated throughout the training week. This was a valuable resource for camp and the counselors. The counselors were able to help assist when a conflict would arise in a cabin/dorm by using several of the strategies from the book.
- Howard Gardner’s *Frames of Mind* was another tool we used when planning orientation. The learning styles were incorporated to each training session to accommodate the variety of learning styles.
- Tree Ring Tours were added to educate the new and old staff about the valuable history of Geneva Glen. They went to different areas around camp and were met by full time staffers. The staffers gave accurate history and stories about the different locations around the property.
- Overall, it proved to be a success and the staff were enriched with valuable materials to pass on to their campers.