

# Final Notebook

Alexa Thompson  
Bay Cliff Health Camp- Summer 2024

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# Narrative Report

a) the name of the Agency

Bay Cliff Health Camp

b) the type of Agency

Non profit

c) how it conducts its programs

There are activities and program people who work either in a niche (rec, arts and crafts, performing arts, and nature) or overarching. The niche has to have scheduled activities a week in advance.

d) who its clientele is

Disable children age 6-17, mostly in the UP or Michigan but also some out of state

e) how it hires staff

Background checks along with calling references after having an interview

f) how it is structured

Executive/ Camp Director					Highest
Children-Family Director	Food Service Supervisor	Maintenance supervisor	Therapy Director(s)	Program/OR Director	Middle
Camp staff	Kitchen, dining, and dish staff	Maintenance Hospitality	Therapists	Program and Activities staff	Lowest

g) other information that allows the IC to appreciate the context of the agency and the student to have an educated understanding of whether or not this type of agency would be one for which that student might like to work in the future.

Working as a rec instructor I am working with all of the kids, in groups. I am hoping to learn more about how to make recreation more accessible, this could help me in the future. Knowing what type of tools there are available, how they are used, and why. Working as a rec instructor I am working with all of the kids, in groups. I am hoping to learn more about how to make recreation more accessible, this could help me in the future. Knowing what type of tools there are available, how they are used, and why. I have also been listening to my surroundings and learned that I may be able to incorporate my minor (Deaf studies), if I can get my interpreting certification. Camp songs could then be translated, staff would be able to have lessons or get questions answered. Camp songs could then be translated, staff would be able to have lessons or get questions answered.

# Weekly reflection

## WEEKLY REFLECTION & TIME/ACTIVITY LOG # 1

**NAME:** Alexa Thompson

**WEEK:** 6/17-6/23

### **GOAL(S) & Objectives:**

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.

- f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
- 3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.
  - b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.
  - c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
  - d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
  - e. Project, speak clearly and confidently
  - f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

1a- Took inventory and made a list for personal use. I also made a sign out checkout sheet for equipment in the rec center.

1b- Have been doing 30 min at the beginning of the day to get ready and look at notes from the previous sessions along with 30+ min at the end of the day to update the log.

1c- Have a soft schedule for all groups for the 7 weeks, along with a few backups/additions.

1d- When I created the inventory list I created a wish list for the summer. Having the ability to move items around will help so I can wait for the tools.

1e- I have been putting items in my office after each group for the day and bringing it back out when there is 5-10 min before my next group. I use the same materials for each group. Once I am done with the items for the week they will go back into the loft area.

2a- Have been searching articles to read and have saved a few to take a look back on.

2b- Went to a seminar before summer camp that talked about different types of leadership and examples of each. Have been searching for another item to read/attend and have saved a few to take a look back on.

2c- Have morning meetings every morning with the activities team and two meetings a week for TAP.

2d- Have let my supervisor know the general dates of when these will be happening. Will be touching base again closer to the date of the mid.

2f- Check in with counselors of what campers need before they get to me so I can be prepared. I also for this week did 4 corners so I could get a better understanding of what the campers are hoping for.

3a- There are consistent meetings in which we can verbally communicate. I have written and gave my lesson plan for the week and the wish list for rec center

3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed. Projecting my voice and ensuring that campers are facing me. Changing terms as needed based on age group.

3c- This week no filler words were caught by the kids or staff. I have a sheet put up where they can mark me when I use a filler word.

3d- Answered the questions I could or redirected. Looked up an answer for how to sign a word and got back to the campers the next day with the answer.

3e- Gathering my thoughts before I start to speak. Restarting the sentence if I need to if I start to trip on words. All campers and staff can hear me in the rec center and I am sure to repeat and rephrase if there are questions.

3f- Getting feedback from the counselors asking what I could improve on. Also asking the campers if they would like to play the game again at some point.

**INSIGHTS GAINED:** Some cabins need more structured play. Many of the campers seemed to prefer the indoor gym as opposed to the outdoor areas that can be used.

**PROBLEMS ENCOUNTERED:** One cabin when given free time decided to sit down and not do anything. Had to help a few counselors write up behavior reports, trying to figure out what counts as needing to be written up.

**PROFESSIONAL GROWTH:** Asking ahead of time for group size, some of the groups are smaller than anticipated so it will make it where different games can be an option. Along with group size what might need to be accommodated (mobility, sight, hearing).

**Hour Log: (hours worked for your internship)**

**133.5 Hours worked for Training (previous week)**

**95 Hours worked this week (1st official week of camp)**

**228.5 Total hours worked to date**

## WEEKLY REFLECTION & TIME/ACTIVITY LOG #2 & 3

**NAME:** Alexa Thompson

**WEEK:** 6/24-6/30 & 7/1-7/7

### **GOAL/S:**

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.
  - f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.

- b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.
- c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
- d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
- e. Project, speak clearly and confidently
- f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

1a- ensured the checkout sheet was being used correctly

1b- Have been doing 30 min at the beginning of the day to get ready and look at notes from the previous sessions along with 30+ min at the end of the day to update the log.

1c- Have a soft schedule for all groups for the 7 weeks, along with a few backups/additions. Highlighting the completed ones in green.

1d- Have not been in need of equipment that is unavailable.

1e- I have been putting items in my office after each group for the day and bringing it back out when there is 5-10 min before my next group. I use the same materials for each group. Once I am done with the items for the week they will go back into the loft area.

2a- Have read a handful of articles about how to do adaptive stretching. I also read a few articles with details about game ideas.

2b- Have skimmed over but will read more in depth.

2c- Have morning meetings every morning with the activities team and two meetings a week for TAP. Other than the week of 4th of July, one meeting was canceled and the other I had a conflicting schedule with.

2d- Have let my supervisor know the general dates of when these will be happening. Will be touching base again closer to the date of the mid. Will make sure that I email that start of next week ( $\frac{7}{8}$ ) and to let them know it is in their email.

2f- was able to make accommodations for red light green light on my own. I had helped brainstorming the accommodations for mobility. There was a toss up of if it was movement based or object based.

3a- There are consistent meetings in which we can verbally communicate. I have written and gave my lesson plan for the upcoming week.

3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed. Changing terms as needed based on age group.

3c- Weeks 2 and 3 have no filler words that were caught by the kids or staff. A few of the kids noticed the sheet and asked me about it.

3d- Answered the questions I could or redirected. Sometimes the campers ask me questions that I am not allowed to answer as it is up to the counselor.

3e- Gathering my thoughts before I start to speak. Restarting the sentence if I need to if I start to trip on words or start to become horse or cough. Ensured all participants were clear on instructions and asked any questions they had.

3f- Many groups thanked activities for the great evening activity put on by us. Being requested by campers and counselors to sit with them for meals, as I am being helpful.

**INSIGHTS GAINED:** I can offer different mobility tools for those who have the impairment (week 2 & 3).

**PROBLEMS ENCOUNTERED:** Hard to project your voice when you are sick (more of an issue in week 3). The Den did not enjoy the walk, I was hoping they would be in their walkers but everyone was still in their wheelchairs and power chairs (I will have to communicate with that staff if I want them in the walkers and what their distance would be) (week 2 issue).

**PROFESSIONAL GROWTH:** Now knowing that I can offer different mobility tools if I have them at my disposal.

**Hour Log: (hours worked for your internship)**

**95 Hours worked this week (2nd week of camp)**

**79.5 Hours worked this week (3rd week of camp)**

**403 Total hours worked to date**

## WEEKLY REFLECTION & TIME/ACTIVITY LOG #4

**NAME:** Alexa Thompson

**WEEK:** 7/8-7/14

### GOAL/S:

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.
  - f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.

- b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.
- c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
- d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
- e. Project, speak clearly and confidently
- f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

1a- ensured the checkout sheet was being used correctly. Added an additional sheet as first was full.

1b- Have been doing 15 min at the beginning of the day to get ready and look at notes from the previous sessions along with 30+ min at the end of the day to update the log.

1c- Have a soft schedule for all groups for the 7 weeks, along with a few backups/additions. Highlighting the completed ones in green.

1d- Have not been in need of equipment that is unavailable.

1e- I have been putting items in my office after each group for the day and bringing it back out when there is 5-10 min before my next group. I use the same materials for each group. Got help putting a big earth ball away as it was also used in the evening, so it was kept out.

2a- I read a few articles with details about game ideas that are adaptive.

2b- One read an article and have another saved to read.

2c- Have morning meetings every morning with the activities team and two meetings a week for TAP.

2d- Got my midevaluation done and touched base one when the final one will be.

2e- get notes back on what I planned for the next week's activity.

2f- Help brainstorming adaptive games for small groups who are in wheelchairs and powerchairs.

3a- There are consistent meetings in which we can verbally communicate. I have written and gave my lesson plan for the upcoming week.

3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed. Changing terms as needed based on age group. Make the campers cluster together so I do not have to project as much.

3c- No filler words were caught by staff or campers. I do think I said about 5 filler words this week, but did not mark them myself.

3d- Answered the questions I could or redirected. The campers seem to love to ask me questions that are cabin dependent.

3e- Gathering my thoughts before I start to speak. Restarting the sentence if I need to if I start to trip on words or start to become horse or cough. Got some meds for my cough, I have bronchitis, which is starting to clear up. Ensured all participants were clear on instructions and asked any questions they had.

3f- Getting feedback from the counselors and therapy to see what could be improved and what the kids would want.

**INSIGHTS GAINED:** Having the campers gather closer can help me with not having to strain my voice as much.

**PROBLEMS ENCOUNTERED:** Still being sick and having to pause for water or to clear my throat.

**PROFESSIONAL GROWTH:** Being able to adapt to the level my voice can reach. Making sure there is a balance between not straining and still projecting.

**Hour Log: (hours worked for your internship)**

111 Hours worked this week

514 Total hours worked to date

## WEEKLY REFLECTION & TIME/ACTIVITY LOG #5

**NAME:** Alexa Thompson

**WEEK:** 7/15-7/21

### GOAL/S:

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.
  - f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.

- b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.
- c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
- d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
- e. Project, speak clearly and confidently
- f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

1a- ensured the checkout sheet was being used correctly. Cleaned up and organized the space

1b- Have been doing 30 min at the beginning of the day to get ready and look at notes from the previous sessions along with 30+ min at the end of the day to update the log.

1c- Have a soft schedule for all groups for the 7 weeks, along with a few backups/additions. Highlighting the completed ones in green.

1d- Have not had to request more material. I am thinking about putting on the wish list to have a megaphone specific for the rec center. This would be helpful if the participants are being loud and you need their attention or if you are sick and struggling with projecting.

1e- I have been putting items in my office after each group for the day and bringing it back out when there is 5-10 min before my next group.

2a- Have not looked at any articles this week.

2b- Have not looked at any articles this week.

2c- Have morning meetings every morning with the activities team and two meetings a week for TAP.

2d- Turned in my midterm evaluation and will touch base later for my final evaluation.

2e- get notes back on what I planned for the next week's activity.

2f- Change the activities based on age and ability.

3a- There are consistent meetings in which we can verbally communicate. I have written and gave my lesson plan for the upcoming week.

3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed. Repeating myself as needed. Changing terms as needed based on age group.

3c- No filler words were caught.

3d- Answered the questions I could or redirected. Sometimes the campers ask me questions that I am not allowed to answer as it is up to the counselor. The campers

seem to really enjoy doing this especially at meal times, and each table has a different set of rules.

3e- Gathering my thoughts before I start to speak. Restarting the sentence if I need to if I start to trip on words or start to become horse or cough. Ensured all participants were clear on instructions and asked any questions they had. Repeated myself when asked.

3f- No feedback was given about needing to work on eye contact.

**INSIGHTS GAINED:** Ask the counselors what games they think their campers would like to play.

**PROBLEMS ENCOUNTERED:** Having to watch participant interactions, some groups were having intergroup fighting. Which could be seen through some of the game interactions.

**PROFESSIONAL GROWTH:** Having the option of a competitive vs noncompetitive play, along with backups to each category.

**Hour Log: (hours worked for your internship)**

111 Hours worked this week

625 Total hours worked to date

## WEEKLY REFLECTION & TIME/ACTIVITY LOG #6

**NAME:** Alexa Thompson

**WEEK:** 7/22-7/28

### GOAL/S:

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.
  - f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.

- b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.
- c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
- d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
- e. Project, speak clearly and confidently
- f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

1a- ensured the checkout sheet was being used correctly. Checked in on items that were not yet returned and got them back.

1b- Still doing 30+ min a day.

1c- Second to last week, I still have the schedule up.

1d- have not had to request materials. Will make a wish list for the future.

1e- cleaning up after classes and putting things away at the end of the week.

2a- Already read my articles.

2b- Already read my articles.

2c- Having daily meetings with the activities team and biweekly meetings with TAP.

2d- Will be reminding and sending out the final evaluation next week

2e- got feedback on lesson plan

2f- asked the counselors what their kids would like to do for the final week of camp

3a- shorthand of what activities counselors think their kids would like to do for the final week

3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed. Changing terms as needed based on age group. Repeating myself if needed.

3c- No filler words were caught.

3d- The kids asked about sign language and I got back to them after double checking that it was correct.

3e- Ensured all participants were clear on instructions and asked any questions they had.

3f- no issues with eye contact.

**INSIGHTS GAINED:** More or less rules can be helpful when it comes to games depending on the group.

**PROBLEMS ENCOUNTERED:** Some kids would choose to quit before even hearing what we were doing for the day.

**PROFESSIONAL GROWTH:** Was able to network when I went downstate, with conservation officers.

**TIME/ACTIVITY LOG** (include the date, time, and activity; you can create your own format)

**Hour Log:** (hours worked for your internship)

64 Hours worked this week

689 Total hours worked to date

## WEEKLY REFLECTION & TIME/ACTIVITY LOG #7

**NAME:** Alexa Thompson

**WEEK:** 7/29-8/3

**GOAL/S:**

1. Establish a organizational system to enhance daily tasks
  - a. Get familiarized with the space I will be working in. I will set up a physical notebook, for in the field. Along with an electronic notebook that will be used in office and internship.
  - b. Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.
  - c. Use both a whiteboard and digital calendar to schedule meetings, activities, groups, and other duties. Keeping track of the upcoming week (set in stone) and a month (tentative).
  - d. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.
  - e. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.
2. Gain a deeper understanding of adapting activities to be inclusive to all participants
  - a. Read 2 articles or research about how to adapt activities and general recreation.
  - b. Learn more about different teaching/learning methods by reading 2 articles or research.
  - c. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp
  - d. Get two evaluations- one midway and one at the end
  - e. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.
  - f. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.
3. Improve written and oral communication skills throughout the internship
  - a. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.
  - b. Use the appropriate oral and visual skills based on the abilities of the participants while delivering the activities.

- c. No using filler words, such as uhm, um, like, so ya know. I can record myself delivering the activities and listen back on how many times I use filler words, and which ones.
- d. Confidently respond to questions and be ok with saying "I don't know, let me find out and get back to you."
- e. Project, speak clearly and confidently
- f. Maintain eye contact with groups. Will get feedback from my peers 1-2 times a week, as they will also be present at the activities.

**State how you did or did not accomplish your goals and objectives this week:**

- 1a- Checked in on items that were not yet returned and got them back. Cleaned up space so it is ready for next season.
- 1b- Still doing 30+ min a day for review.
- 1c- Last week, I still have the schedule up.
- 1d- have not had to request materials. Will make a wish list for the future.
- 1e- cleaning up after classes and putting things away at the end of the week.
- 2a- Already read my articles.
- 2b- Already read my articles.
- 2c- Having daily meetings with the activities team and biweekly meetings with TAP.
- 2d- Will be sending out the final evaluation this week
- 2e- No feedback given
- 2f- final week of camp, using what I know to adapt the activities the counselors suggested.
- 3a- Writing up a end of summer report
- 3b- Face campers that have hearing aids/cochlear implants, along with using common hand signals where needed.Changing terms as needed based on age group. Repeating myself if needed.
- 3c- No filler words were caught.
- 3d- Telling kids they are asking good questions, if they are.
- 3e- Ensured all participants were clear on instructions and asked any questions they had.
- 3f- no issues with eye contact.

**INSIGHTS GAINED:** Doing the best with adaptations as you can, things don't have to be perfect

**PROBLEMS ENCOUNTERED:** Some counselor suggestions were not feasible and having to change it or come up with something similar.

**PROFESSIONAL GROWTH:** [Able to network while here and create new bonds.](#)

**TIME/ACTIVITY LOG** (include the date, time, and activity; you can create your own format)

**Hour Log:** [\(hours worked for your internship\)](#)

[95.5](#) Hours worked this week

[784.5](#) Total hours worked to date

## Time/Activity Logs

Week 1 (staff only, training week)

<b>Activity</b>	<b>Location</b>	<b>Date</b>	<b>Activity level</b>	<b>Additional notes</b>	<b>Hours worked</b>
Move in and set up	Big Bay, MI	06/07/2024 (Fri)	6.98 miles	Arrive to Camp	6.5 6.5
Sing alongs, training, and department time- Requested materials	Big Bay, MI	06/08/2024	4.71 miles	Camp Staff Orientation	15 21.5
	Big Bay, MI	06/09/2024	6.17 miles	Camp Staff Orientation	16 37.5
Training and Activities	Big Bay, MI	06/10/2024	7.11 Miles	Camp Staff Orientation	16 53.5
Training and TAP meeting	Big Bay, MI	06/11/2024	3.77 Miles	Camp Staff Orientation	16 69.5
Training and department time	Big Bay, MI	06/12/2024	5.01 Miles	Camp Staff Orientation	5 74.5
	Big Bay, MI	06/13/2024	3.79 Miles	Camp Staff Orientation	11 85.5
Training (including water) and department time	Big Bay, MI	06/14/2024	5.31 Miles	Camp Staff Orientation	16 101.5
Welcomed/guided and hung out with campers	Big Bay, MI	06/15/2024	5.31 Miles	Campers Arrive	16 117.5
	Big Bay, MI	06/16/2024 (Sun)	5.03 Miles	Campers Arrive	16 133.5

## Week 2 (1st official week of camp)

<b>Activity</b>	<b>Location</b>	<b>Date</b>	<b>Activity level</b>	<b>Additional notes</b>	<b>Hours worked</b>
Immunity, free time, and 4 corners with three different groups and TAP meeting	Big Bay, MI	06/17/2024 (Mon)	Approximately 1 hour groups three times. 5.57 Miles	The woods- Male unit	16 149.5
Immunity, free time, and 4 corners with three different groups	Big Bay, MI	06/18/2024	Approximately 1 hour groups three times. 7.3 Miles	The hive- Female unit	16 165.5
Day off- worked on special project	Big Bay, MI	06/19/2024	2.55 Miles	Day off	0 165.5
Immunity, free time, and 4 corners with two different groups and TAP meeting. Worked on special project	Big Bay, MI	06/20/2024	2 groups about 1 hour each, 6.13 Miles	The den	16 181.5
Helped where needed	Big Bay, MI	06/21/2024	5.3 Miles	Support staff	16 197.5
	Big Bay, MI	06/22/2024	4.89 Miles	Support staff	15.5 213
	Big Bay, MI	06/23/2024 (Sun)	5.25 Miles	Support staff	15.5 228.5

Activity name and description:

**Immunity-6/10** Camp staff: varying ages from 17+, varying abilities of physical activity (wheelchairs, and mobility disabilities), had 3 different groups for approximately 30 min each

There are sponges (immunity idols) that can be passed around by yelling “immunity”. We move from one side of the field/gym to the other, and move when one person yells “go”. We are at walking speed to ensure safety. There is a freeze tag version: where the people who get tagged have to freeze in place. Along with an outbreak version: where the people who get tagged are also now taggers. This game purposely has loopholes and is meant to help you problem solve, be creative, and collaborate with others.

Glows: really fun game easy to adapt and change, liked that it was walking game as many games are running which causes fatigue/exhaustion or that people can't run

Grows: Need to make the rules more clear (game is meant to have loopholes), make sure to take water and bathroom breaks

Activity name and description:

### **Immunity**

We used immunity idols which were foam yoga blocks (helps with finger dexterity and grip). We moved around in the gym. We ran around from side to side ensuring that we did not run into each other, or we would walk/speed walk for groups with mobility. We could yell “immunity” or wave our arm to say hello and get it. Only one person can hold an immunity idol at any given time. For those in the den due to wanting to keep distance between the chairs we used pool noodles to give them extra length.

Out of the 8 groups ½ of them were 100% would play again. Overall 85% of participants would enjoy playing immunity again.

### **6/17**

Woods cabin 10: Teen boys, varying abilities of physical activity (visual tool and Communication devices), approximately 1 hour

Woods cabins 2 & 3: Youngest group 6-10 year old boys, varying abilities of physical activity (mobility devices), approximately 1 hour

Woods cabins 4 & 9: 10-15 year old boys, varying abilities of physical activity (mobility devices, verbal selective, communication device)

### **6/18**

Hive cabin 7: Smaller group of females, varying abilities of physical activity (visual tools), approximately 1 hour, did struggle with free time (will plan more games than we can play in the amount of time)

Hive cabin 4 & 5: Group of females 8-12, varying abilities of physical activity, approximately 1 hour

Hive cabins 8 & 9: Female teens, varying abilities of physical activity (visual tools), approximately 1 hour

### 6/20

Den cabins 1 & 3: mix of genders, wheelchair or power chairs as mode of transportation, approximately 1 hour

Den cabin 2: teen mix genders, wheelchair or power chairs as mode of transportation, approximately 1 hour

### 4 Corners

Asked 5 questions so that I can cater the activities towards what participants would want to see. The questions were to get to know the campers better and what they are hoping to get out of the experience. The questions were what they preferred like the space that we play in, the types of activities we do, and what they thought about the game.

Acronyms:

**TAP** meetings: Meetings that happen biweekly where Therapy, Activities, and Programs can all talk about the upcoming/past week. Will be able to talk about what adjustments might need to be made and how overlap can happen.

Week 3 (2nd week of camp)

Activity	Location	Date	Activity level	Additional notes	Hours worked
Hike, gathered natural materials, gave facts about different plants we saw, minigame, TAP meeting	Big Bay, MI	06/24/2024 (Mon)	3 groups, about 1 hour each, 7.17 miles	The woods	16 244.5
Hike, gathered natural materials, played a minigame	Big Bay, MI	06/25/2024	3 groups, about 1 hour each, 6.52 miles	The hive	16 260.5
Lesson plan/swappin	Big Bay, MI	06/26/2024	3.3 miles	Day off	0 260.5

g lessons around, Special project					
Hike, gathered natural materials, Parachute games, TAP meeting	Big Bay, MI	06/27/2024	2 groups, about 1 hour each, 5.56 miles	The den	16 276.5
Triathlon group and biking group support, Rest support	Big Bay, MI	06/28/2024	Each group was about 1 hour, 5.94 miles	Therapy	16 292.5
Support staff and extra hand at birthday party, along with face painting	Big Bay, MI	06/29/2024	4.55 miles	Support	15.5 308
Research wheelchair games and games for small groups, along with being a extra pair of hands	Big Bay, MI	06/30/2024 (Sun)	3.45 miles	Support	15.5 323.5

## Week 4 (3rd week of camp)

<b>Activity</b>	<b>Location</b>	<b>Date</b>	<b>Activity level</b>	<b>Additional notes</b>	<b>Hours worked</b>
Musical red light green light, capture the flag, Tag, Walk, Rest support, Activities	Big Bay, MI	07/01/2024 (Mon)	3 groups about 1 hour each, 5.49 miles, I planned and helped explain the	The woods	16 339.5

Activity			3rd Activities Activity		
Musical red light green light, capture the flag	Big Bay, MI	07/02/2024	3 groups about 1 hour each, 4.51 miles	The hive	16 355.5
Kayak Support	Big Bay, MI	07/03/2024	5 miles, about one hour in pool	Support	16 371.5
4th of July parade around town, games	Big Bay, MI	07/04/2024	5.89 miles	Support	16 387.5
Went camping at Union Bay campground	Ontonagon, MI	07/05/2024	Visited lake of the clouds, 4.45 miles	Day off	0 387.5
		07/06/2024	Went on the adventure mining tour, 4.68 miles	Day off	0 387.5
Offer a extra set of hands and eyes where needed	Big Bay, MI	07/07/2024 (Sun)	4.6 miles	Support	15.5 403

Activity name and description:

Hike/walk: explained recreation is anything you choose to do in your free time and gave a few examples. Kayaking, biking, walking/running/hiking, and arts and crafts. We gathered natural debris materials (rocks, sticks, and leaves). Taught the campers that clovers are edible, and we tried it. Was able to show the woods cabin 10 what witches broom looks like. Using grabbing tools for the campers in wheelchairs and powerchairs.

Did some shorter walks as the flies were bothering some campers. Did a get to know you game where you share something about yourself and swap spots with those who have that in common.

Musical and visual red light green light: Music played and campers had to dance their way across. There was also a "light" with construction paper that had green and red. Green=music and dancing whereas red=no music and froze.

Capture the flag: had 1 tagger and everyone else be seekers. Taggers were the only people able to tag anyone. Taggers had to stay arms length away from the “flag” (beanbag). The taggers also had to stay on their half of the playing field. Seekers when tagged would go to “jail” the circle on the gym floor. Taggers were the only people able to get their seekers out of jail.

For those with visual impairments, I asked them which color was easier for them to see, to search for. For those with mobile impairments they had the option to use a scooter chair, a walker chair, or crutches.

Activities Activity: 3 stations for 15 min each. Game boards brought to life. 1) Hungry Hungry Hippos: campers were hippos trying to get the most tennis balls. 2) Life- Bay cliff theme to get extra/lose moves/spaces. 3) Dice tic toe- using a dice you roll 3 times attempting to get a double, if you get doubles before your 3 rolls are up you end when you get the doubles. Once you roll doubles you place a marker on the tic tac toe board, each team only gets 3 markers which can get moved once all 3 are in play.

Acronyms:

**TAP** meetings: Meetings that happen biweekly where Therapy, Activities, and Programs can all talk about the upcoming/past week. Will be able to talk about what adjustments might need to be made and how overlap can happen.

Week 5 (4th week of camp)

Activity	Location	Date	Activity level	Additional notes	Hours worked
Lost in translation, canadian dodgeball, dice tic tac toe, TAP meeting, evening rest	Big Bay, MI	07/08/2024 (Mon)	3 groups, about 1 hour each, 4.76 miles	The woods	16 419
Lost in translation, canadian dodgeball, dice tic tac toe	Big Bay, MI	07/09/2024	3 groups, about 1 hour each, 4.63 miles	The hive	16 435
Special Project and extra set of eyes and	Big Bay, MI	07/10/2024	3.55 miles	Support	16 451

hands as needed					
Individual Instruction time, obstacle course and dice tic tac toe, TAP meeting	Big Bay, MI	07/11/2024	2 groups, about 1 hour each, held a private Rec lesson, 4.78 miles	The den	16 467
Kayaking support, both sessions, Rest	Big Bay, MI	07/12/2024	2 pool sessions about 2 hours each, 3.01 miles	Therapy	16 483
Special project, Read a adaptation vs modification article, be a extra set of hands and eyes where needed, Fireworks extra hands, Create and adapt lesson plans for upcoming weeks	Big Bay, MI	07/13/2024	27 Slide article about adaptation vs modification and level of intrusiveness, 4.19 miles	Support	15.5 498.5
Work on special project, modify lesson plan for next week, afternoon and evening rest, being a extra set of hands and eyes as needed	Big Bay, MI	07/14/2024 (Sun)	4.8 miles	Support	15.5 514

## Week 6 (5th week of camp)

<b>Activity</b>	<b>Location</b>	<b>Date</b>	<b>Activity level</b>	<b>Additional notes</b>	<b>Hours worked</b>
Teach different types of recreation and how to get into it, Canadian dodgeball, Basketball (horse), 4 corners, TAP Meeting	Big Bay, MI	07/15/2024 (Mon)	3 groups about 1 hour each, 4.78 miles	The woods	16 530
Teach different types of recreation and how to get into it, Canadian dodgeball, Basketball (horse), 4 corners, support the woods during freetime	Big Bay, MI	07/16/2024	2 groups about one hour each, 4.25 miles	The hive	16 546
Support other activities staff as needed along with counselor staff, write lesson plans for next week	Big Bay, MI	07/17/2024	Got diagnosed with pneumonia, 4.16 miles	Support	16 562
Blindfold stroll and earth ball obstacle course, TAP	Big Bay, MI	07/18/2024	2 groups about one hour each, 4.6 miles	The den	16 578

meeting					
Triathlon (swimming) and biking support	Big Bay, MI	07/19/2024	Help as a swimming guide. Each group about 1 hour long, 5.72 miles	Therapy	16 594
Help with beach day and worked ahead	Big Bay, MI	07/20/2024	5.2 miles	Support	15.5 609.5
Help arts and crafts prepare examples for their next week activity, Talk with consolors about what the campers would like for their final week of rec	Big Bay, MI	07/21/2024 (Sun)	2.95 miles	Support	15.5 625

Activity name and description:

Lost in translation: A game where you are in groups of three. One person in the group is a viewer. This person is able to see the image and communicate in english to the translator without letting the drawer hear them. The translator can use hand gestures or sounds to help get the drawer to make what the viewer sees. The drawer is drawing out what the translator is telling them.

Canadian Dodgeball: 1 ball game with no teams. If you catch the ball the thrower is out if you get hit by the ball you are out. If the person who got you out gets out you are back in the game.  
Dice tac toe: using a dice you roll 3 times attempting to get a double, if you get doubles before your 3 rolls are up you end when you get the doubles. Once you roll doubles you place a marker on the tic tac toe board, each team only gets 3 markers which can get moved once all 3 are in play.

Teaching: Stopped by different locations and talked about activities in recreation and what of the four types of recreation that it falls into. The 4 types we covered were 1)physical, 2)social, 3)outdoor, 4)arts and crafts/hobby. In the recreation building there is a rockwall where we talked about rock climbing and repelling, then went to the tennis/basketball court and talked about different types of sports at the same time also touching about biking, then to performing arts

where we talked about singing/acting/dancing/photography, then pool where we talked about kayaking/canoeing/swimming/snorkeling/scuba diving, then arts and crafts for painting/drawing/woodworking/welding/pottery, then to the orchard where we talked about cooking/baking/picnic/yard games, then talked about cold weather activities. We then also answered any questions they had and asked what type of recreation they mostly do and what activities.

4 Corners: Asked questions about recreational activities. I had the participants go towards the corner they were most likely to do. There were 4 types of recreation, sports, water based activities, arts and crafts, performing arts, cold weather activities, and movement (physical) based.

Blindfold stroll: This can be done in pairs or as a full group. Have one person be blindfolded. The rest of the group will be giving them directions, this can be done verbally or with noises (like clapping your hands). The goal is to get the blindfolded person to collect items (like water) and bring it back. Making sure that the entire group knows what word/noise is used for each movement.

Acronyms:

**TAP** meetings: Meetings that happen biweekly where Therapy, Activities, and Programs can all talk about the upcoming/past week. Will be able to talk about what adjustments might need to be made and how overlap can happen.

Week 7 (6th week of camp)

Activity	Location	Date	Activity level	Additional notes	Hours worked
Blindfold stroll, octopus tag, fun/boring facts about yourself	Big Bay, MI	07/22/2024 (Mon)	3 groups about 1 hour each, 5.94 miles	The woods	16 641
Blindfold stroll, octopus tag, bowling, fun/boring facts about yourself, Listen to 2 calm meditation	Big Bay, MI	07/23/2024	3 groups about 1 hour each, 7 miles	The hive	16 657

sessions for next week's activity with teen boys					
Help where needed, Listen to 2 calm meditation sessions for next week's activity with teen boys	Big Bay, MI	07/24/2024	Provided crowd control during activities and in cabins, 4.5 miles	Support	16 673
Blindfold stroll, bowling, fun/boring fact about yourself	Big Bay, MI	07/25/2024	1 group about 1 hour, 5.7 miles	The den	16 689
Drove down state	MI	07/26/2024	1.75 miles, 8 hour drive	Day off	0 689
Physical test	Lansing, MI	07/27/2024	6.81 miles, 4 hour drive	Day off	0 689
Drove back up	Big Bay, MI	07/28/2024 (Sun)	4 hour drive, 4.07 miles	Day off	0 689

## Week 8 (7th/Final week of camp)

<b>Activity</b>	<b>Location</b>	<b>Date</b>	<b>Activity level</b>	<b>Additional notes</b>	<b>Hours worked</b>
Workouts, yoga, meditation, canadian dodgeball, Octopus tag, rest	Big Bay, MI	07/29/2024 (Mon)	3 groups about 1 hour each, 7.59 miles	The woods	16 705
HORSE/PIG, bowling, Octopus tag, parachute games, earth	Big Bay, MI	07/30/2024	3 groups about 1 hour each, 5.51 miles	The hive	16 721

ball games, Act as counselor for 1 cabin in the evening					
Help out in arts and crafts	Big Bay, MI	07/31/2024	4.11 miles	Support	16 737
Garbage ball, earth ball games, parachute games	Big Bay, MI	08/01/2024	2 groups about 1 hour each, 7.68 miles	The den	16 753
Triathlon (overall) and extra set of eyes/hands where needed	Big Bay, MI	08/02/2024	Helping in the pool for the swimming portion of triathlon, 5.34 miles	Therapy	16 769
Help campers move items out to car along with give directions	Big Bay, MI	08/03/2024 (Sat)	5.39	Campers Depart	15.5 784.5

Activity name and description:

## Blindfold Stroll

### Materials

1+ blindfold(s), at most you want about half the number of participants

### Preparation

Setting up collection items/obstacle course

### Action

This can be done in pairs or as a full group. Have one person be blindfolded. The rest of the group or pair will be giving them directions, this can be done verbally or with noises (like clapping your hands). The goal is to get the blindfolded person to collect items (like water or cones) and bring it back to the designated location. Making sure that the entire group or pair knows what word/noise is used for each movement.

## Octopus Tag

### Materials

Hula hoop, zip ties, pool noodles

### Preparation

Zip tie pool noodles to hula hoop

### Action

Have one participant volunteer to be IT. IT will be the octopus who will have the pool noodle hula hoop. Everyone else will be fish. The goal is for the octopus to tag all the fish. When fish are tagged, have them wait outside the boundaries of play until a new round starts.

### Variations

Have the fish travel from one side to the other on cue, this will reduce the risk of running into one another. If you have enough of the supplies you can have multiple octopus taggers.

## Bowling

### Materials

Ball and pins

### Preparation

Setting up pins

### Action

Have participants roll a ball towards the pins. See how many pins the participants can knock over. This can be done as a group or individually.

### Variations

Allow the participants to do a "baker's". A baker is when every participant gets one frame and the scores are put together as one score rather than as individuals. See who can knock down the most pins in the least amount of rolls. Use different size balls based on abilities.

## Canadian Dodgeball

### Materials

One soft throwing ball

### Preparation

None

### Action

Everyone starts by touching the border of the playing field, usually a wall. The instructor will throw the ball up in the air and say “canadian dodgeball”, that is the signal to the participants that they can move and the game has started. When holding the ball you MAY ONLY take THREE steps. If the ball hits you, you are out. If you catch the ball the thrower is out. Participants who are out should sit on the sidelines to avoid getting stepped or tripped over. If the person who got you out gets out you are back in.

### Variation

You can add a rule that if they make a basket everyone is back in, however if they miss the basket they are out. It is up to the instructor if they are going to allow a drop/roll and re pick up method. If the group is small, or if participants struggle to throw a distance, you can also try to make the playing field smaller.

## Horse

### Materials

1+ basketball and a hoop

### Preparation

None

### Action

To begin the game, pick a player to go first. That player gets to do anything they want before shooting. If they want to spin around 5 times and then hop up and down before shooting, they can do it. They make the rules! If they hit their shot, the other players have to do the exact same thing. But if they miss, the next player gets to make up their own wacky shot for the others to try. Any player that can't make the first person's shot gets the letter H. Everyone keeps playing the game and making up crazy shots until someone misses enough times to spell out the word HORSE. The player who does not spell HORSE is the winner!

# Special Project

A written description of the project should generally include:

- Purpose and value of the project  
I was asked to consolidate and organize the many pieces of paper in multiple file folders that accumulated through the years. Camp staff changes year to year making it difficult for the next recreation activity instructor. This project will allow future recreation activity instructors to quickly and easily find past successful games along with adding new games to the digital document as well as printing it to get into the binder. Having these digitally makes it easier to search as well as easier to read. Previously these were all in individual handwriting on scrap pieces of paper.
- Organization and planning of the project  
Early in the planning stage, was determining the way that the games would be organized and, what the categories would be. Organization of the games were changed from units to game types. This organization changed due to the fact that many games can be played within the different units and we can add the variations/accommodations as notes at the bottom.
- Implementation of the project  
All games were removed from the binder and typed into a digital format. Folders were created and the games were then filed into the respective folder. The folders were the game play type, example: tag games, earth ball games, etc. Once all games were typed and added into their respective folders they were copied and pasted into the main document. The main document has a table of contents which shows the game play type and then also further breaks it down into the game name.
- Evaluation process for the project  
This was done in multiple sittings, which worked out fine but it did mean sometimes I only got two games typed up. It was slightly frustrating when I could not read the handwriting due to how messy it was, which is what made me want to have it typed out. It was equally frustrating when the book photocopied pages were incomplete, this was due to missing pages or corners being folded over while being copied. Games that were incomplete, hard to read, or were deemed dangerous have been removed from the end result and may be lost to time. I did attempt to ask people around me if they were able to read the handwritten pages or if they knew of the games that were photocopied that I could not find online.

# Personal Evaluation of the Internship Experience

Reflect upon the following items and provide a personal evaluation of each:

## DESCRIPTION OF CONTRIBUTIONS

a. Description of the specific contributions you made during your internship, e.g., programs developed, materials written or designed, activities initiated, assistance in in-service training, job analysis, etc.

I created new games to add to the binder. Games that have not been in the binder before include immunity, octopus tag, dice tic tac toe, lost in translation, and many more.

## OVERVIEW OF TASKS PERFORMED & OPPORTUNITIES FOR INVOLVEMENT

b. General overview of the types of tasks you performed and the opportunities you had for administrative, supervisory, programming, and activity leadership involvement.

Helped plan the activities activity. This is when the activities group planned the evening activity that all campers and staff participated in. I was also responsible for creating my own activities daily for each of my groups. I was supporting other staff members where needed, which included watching their kids and having one on ones with some of the campers.

## PROBLEMS OR DIFFICULTIES ENCOUNTERED

c. Discussion of problems or difficulties encountered, personal and otherwise. Describe approaches you tried to alleviate adverse or problematic situations and the learning derived from these experiences.

I got sick with bronchitis, this made it harder for me to project my voice. This also causes me to have to repeat myself as I would start to cough during my sentence. To overcome this I had the groups gather closer so I did not have to project as far, as well as I would drink water in between to try to alleviate the cough. I also got diagnosed with pneumonia, which had similar issues of trying to bring campers closer so I did not have to strain as much. In the future when working with a large group of children I will add some more vitamins and supplements to my daily health routine in hopes of staying healthy.

## SELF-ANALYSIS OF PROFESSIONAL AND PERSONAL GROWTH

d. Self-analysis – reflect upon and address each of the following for yourself. Provide a separate paragraph for each component:

## PROFESSIONAL AND PERSONAL GROWTH

### i. professional and personal growth

Remembering that each person is unique and that each individual has a different starting point. Being able to meet participants at their starting point and helping them continue their path of growth while also not holding any other participants back.

Remember to also take care of yourself and sometimes that means that you need to take a step back and ask for help. Sometimes you need help and that is ok, you can't always do everything by yourself, but no one can.

## Development of competencies

### ii. development of competencies

Learning more about different types of disabilities and how each one can affect someone. Along with how to offer different types of accommodations for the individual to decide which they would like to go with, keeping in mind that they may not want any of the accommodations offered.

## Strengths and limitations

### iii. surfacing of strengths and limitations

I have had experience with the Deaf and Hard of Hearing community along with individuals with ADHD and Autism. These populations due to having experience with I was able to understand and help campers with these disabilities. I practiced a lot of patience with myself and with the campers, walking at their pace (a pace comfortable for them), waiting for them to type their thoughts without changing the conversation on them, letting the campers stutter and repeat themselves so that they can get the full sentence out. Some limitations that I had was that I got sick early on and had to hide being sick and faking my energy level. Some campers have noticed I was sick and asked if I was ok, but it did not affect them in any way.

## Emerging attitudes and values

### iv. emerging attitudes and values

I have always had this attitude and value and it continues to grow here. I appreciate the Deaf culture of being blunt and honest. While I value the blunt and honest, there is a boundary. I use the 5 second rule, if someone can change it in 5 seconds or less we can mention; examples: food stuck on the teeth, wiping our face, etc. Then there is the 5 minute rule, where if it is something they can change in 5 minutes or less. This is dependent on location and what is happening around us. If we are in the bathroom, maybe we could mention brushing our teeth, or our hair.

## Ability to develop interpersonal relationships

### v. ability to develop interpersonal/professional relationships

Have created friendships with many staff members on camp. Occasionally doing an outing with other staff members (4 or less). Along with participating in whatever camp has going on where we can mingle.

## Clarity of career objectives

### vi. crystallization of career objectives

I still would like to work with the DNR as a Conservation Officer. This has made it where I may be more likely to speak with classes, which would be fine with me. I enjoy interacting with the public and I especially enjoy working with populations who do not get as much of a chance to participate as others. I enjoy working with “underprivileged/disadvantaged/disabled” populations as they are often not given the opportunity to do outdoor activities for any given reason. I enjoy being able to help bridge the gap and help them learn about opportunities.

## Confidence and assertiveness

### vii. feelings of increased/decreased confidence and assertiveness

I was struggling with my confidence and assertiveness when I was first losing my voice, this was due to the fact that I was yelling and not projecting my voice. Sometimes when the campers wouldn't listen to me I would stumble in my confidence, but then I would use our hands up to get their attention, and I would bounce back.

## Satisfaction/dissatisfaction with career choice

### viii. satisfaction/dissatisfaction with career choice, etc.

I am satisfied working with the public, especially those who have less opportunities or need extra assistance. I am unsure about working in extremely close environments with younger populations, due to the fact that I am immunocompromised and younger populations seem to share germs easily. I do not think that as a DNR Conservation Officer I would be in close contact with populations for prolonged periods of time where it would be an issue.

# Site Evaluation Form

## STUDENT EVALUATION OF INTERNSHIP SITE

AGENCY Baycliff Health Camp

DATE 8/6/2024

NAME OF STUDENT Alexa Thompson

**Instructions:** Please rate the strengths and weaknesses of the site in terms of meeting your needs as an intern. Use the following scale:

1=Excellent 2=More than adequate 3= Adequate 4= Fair 5= Poor

- 2 1. Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs and projects.
- 3 2. Provision of relevant experiences in administration, supervision and/or leadership.
- 3 3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars, and similar activities.
- 1 4. Provisions of assistance in helping you meet your personal and professional goals and objectives.
- 2 5. Possession of resources essential to the preparation of professionals (library, supplies, equipment, etc.)
- 2 6. Employment of qualified, professional staff with the demonstrated capacity to provide competent supervision.
- 2 7. Adequate scheduling of conferences with you and ongoing evaluation and feedback of your performance.
- 3 8. Allowance for relating classroom theory to practical situations.
- NA 9. Willingness to listen to suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.
- 2.5 10. Overall rating of field work site.

**Additional comments:**The only training/seminars/other events was during the first week of training. For the NA, suggestions were not really given by me as none were very urgent, I did give feedback within the end of summer summary but I will not know what comes of it. We had a lot of meetings, sometimes so many that they did not feel productive as they felt repetitive. We had daily meetings for our (activities department) along with TAP meetings (which were 3 departments). As expected much of it was hands off, but you could always ask for help if needed. They also did really well with accommodating my days off, when I needed some in a row.

# Mid-Term Evaluation Form

## NORTHERN MICHIGAN UNIVERSITY INTERNSHIP MID-TERM EVALUATION REPORT

Name of Student Alexa Thompson

Date 7/8/2024

Student's Position or Title Activities Instructor (Recreation)

Agency Bay Cliff Health Camp

Person Completing Evaluation Ryan Gooch

Title Program and Outreach Director Telephone (906)345-9314 Agency Address,

City, State, ZIP N4175 County Road KCA, Big Bay, MI 49808

### **Directions:**

1. Underline strong points
2. Encircle weak points
3. Provide additional written suggestions for growth/improvement

### **I. Professional Performance**

#### A. Voice, Speech, Oral Communication

Clear and distinct; good inflection; good modulation; appropriate volume; uses language appropriate to the situation; uses correct pronunciation; free from irritating mannerisms; able to communicate effectively with: a) staff; b) public; c) participants/clientele; presents ideas simply and clearly; is congruent in verbal/nonverbal communication.

#### Suggestions for Growth:

**Alexa has grown immensely already in communicating with our campers. My suggestion, continue learning from the population in the diverse ways of verbal communication.**

#### B. Written Communication

Uses acceptable grammar; Uses acceptable spelling; Proofreads and corrects written work; Expresses thoughts in a clear, organized manner; Able to effectively communicate in written form with: a) staff; b) public; c) participants/clientele; Strives for quality in written work; Able to use electronic communication techniques.

Suggestions for Growth:

C. Quality and Organization of Work

Displays thoroughness; Pays attention to detail; Volume of work produced is appropriate to tasks assigned; Nature of work produced is appropriate to tasks assigned; Make effective use of time; Able to organize resources; Able to organize people; Completes assignments on or before the due date.

Suggestions for Growth:

**Alexa continues to grow in her design and facilitation of activities for our campers. My suggestion would be to continue educating yourself in the differing abilities of the campers and continue designing varying activities for those campers.**

D. Independent Functioning/Maturity

Able to perform without constant supervision; Able to function constructively on own initiative when necessary; Able to prioritize tasks; Makes responsible decisions; Displays an even temperament; Displays poise; Displays self-control

Suggestions for Growth:

## II. PROFESSIONAL KNOWLEDGE

### General

Possesses knowledge commensurate with academic standing/role; Possesses skills commensurate with academic standing/role; Able to integrate conceptual knowledge with practical application; Exhibits/demonstrates understanding of content commensurate with role/position; Shares knowledge with others; Understands the population being served; Understands the resource being utilized; Demonstrates understanding of leisure and recreation; Demonstrates understanding of the values of leisure and recreation to participants; Displays a willingness to learn.

Suggestions for Growth:

Specialized Knowledge/Technical Skills (specific to role/position)

**Please check the appropriate section(s)**

A. Interpretation

Displays Breadth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge; d) Use of effective guided interpretive techniques; e) Use of effective self-guided media techniques; f) Use of appropriate instructional techniques; g) Use of appropriate technology; Use of appropriate materials. Displays Depth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge; d) Use of effective guided interpretive techniques; e) Use of effective self-guided media techniques; f) Use of appropriate instructional techniques; g) Use of appropriate technology; Use of appropriate materials.

Displays Accuracy of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge.

Suggestions for Growth:  X   B. Outdoor/Environmental Education/Organized Camp Setting

Displays Breadth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities

Displays Depth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities.

Displays Accuracy of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities.

Creates appropriate learning experiences based upon learner's abilities, attitudes, culture, etc. Uses appropriate teaching techniques/strategies; Uses appropriate teaching style; Uses appropriate support materials; Provides a positive learning environment that incorporates appropriate instructional techniques, technology and materials; Understands and applies principles of group dynamics/interpersonal communication

Suggestions for Growth:  X   C. Outdoor Leadership

Understands and applies skills related to land-based travel; Understands and applies skills related to water-based travel; Understands and applies skills related to logistics and planning; Understands and applies principles of group dynamics/interpersonal communication; Creates appropriate teaching techniques/strategies/ Uses appropriate leadership styles; Provides a positive learning environment that incorporates

appropriate instructional techniques, technology and materials; Possesses knowledge of equipment selection; Displays knowledge of equipment use; Displays knowledge of equipment care; Demonstrates competence in general outdoor living skills; Displays/models a "safety" state of mind.

Suggestions for Growth:

### **III. Professional Personality**

#### **A. Personal Habits/Characteristics**

Attention to appearance/grooming; Selects suitable attire; Displays neatness; Has no distracting mannerisms; Has physical conditioning suitable to task; Able to carry work load with reserve energy; Is flexible; Displays creativity and imagination; Is tactful; Strives for self-improvement; Models a commitment to professional virtues.

Suggestions for Growth:

**Continue to grow in your role as an instructor on camp as you've done so far at camp.**

#### **B. Social Qualities**

Cheerful; Friendly; Displays sense of humor; Consistent, but fair, in personal relationships; Displays concern for others; Helpful; Sympathetic; Shows concern for physical welfare of participants; Has interest in participants.

Suggestions for Growth:

**As you continue to learn and grow in your communication techniques, continue building relationships with campers and staff to grow in your role and as a leader at camp.**

### **IV. PROFESSIONAL BEHAVIOR**

#### **A. Responsibility**

Is dependable; Meets schedules/deadlines; Has regular attendance; Follows through; Attends to instructions; Is prompt in reporting absences, illness, tardiness.

Suggestions for Growth:

#### **B. Loyalty/Cooperation**

Complies with legal established procedures and policies; Considers others' viewpoints; Cooperates with associates; Cooperates with superiors; Is willing and able to accept constructive criticism and suggestions.

Suggestions for Growth:

**V. INTERNSHIP OBJECTIVES:** Indicate if satisfactory progress is being made toward student internship objectives. (Students are responsible for listing

objectives.) **YES**      **NO**

\_\_\_\_\_ 1 Dedicate 30 min at the end of the day to review notes of the day's activity. Also updating any future activities as needed for the upcoming two weeks.

\_\_\_\_\_ 2. Ensure a one-week minimum advance notice for requesting materials. Using written and oral communication to ensure timely procurement.

\_\_\_\_\_ 3. Develop a routine so all items are put away before the end of each day, promoting a clean and organized space.

\_\_\_\_\_ 4. Have weekly meetings with the leadership team to gain a deeper understanding about the campers and how they interact with each other and other activities throughout camp

\_\_\_\_\_ 5. Get two evaluations- one midway and one at the end

\_\_\_\_\_ 6. Take in and ask for feedback weekly while taking notes to reference back to. Ideally getting less feedback as I narrow into what needs to be done.

\_\_\_\_\_ 7. Assess participants' abilities and modify recreational activities accordingly, making notes so it does not happen again in future sessions. This would be daily within the session along with ongoing throughout the summer.

\_\_\_\_\_ 8. Keep concise notes for leadership that are to the point without losing meaning. So that we all are in the loop of what the activities are for the upcoming week.

Additional Information

Please add comments and suggestions for improving the overall performance of the students. Share this evaluation with the student before submitting.

**Alexa has shown consistent growth since arriving at camp. Bay Cliff's model allows for staff to have daily check-ins with their supervisors and Alexa takes any and all feedback to heart and implements it into her activities with the campers. She continues grow in her relationship building with the campers and staff, and always shows a willingness to jump in and assist the counseling staff when needed. She is an enthusiastic member of the Bay Cliff family.**



Agency Supervisor's Signature \_\_\_\_\_ Date: 7/8/2024

Student's Signature Alexandra Thompson Date: 7/8/2024

Return to: Northern Michigan University; HPER Department; Outdoor Recreation Division  
Internship Coordinator; PEIF #201G; Marquette, MI 49855.

# Final Evaluation Form

## NORTHERN MICHIGAN UNIVERSITY INTERNSHIP FINAL EVALUATION REPORT

Name of Student Alexa Thompson

Date 08/02/2024

Student's Position or Title Activities Instructor (Recreation)

Agency Bay Cliff Health Camp

Person Completing Evaluation Ryan Gooch

Title Program and Outreach Director

Telephone (906)345-9314

Agency Address, City, State, ZIP N4175 Baycliff Dr, Big Bay, MI 49808

### **Directions:**

1. Underline strong points
2. Encircle weak points
3. Encircle the appropriate number position on each scale
4. Provide additional written suggestions for growth/improvement

### **I. Professional Performance**

#### A. Voice, Speech, Oral Communication

Clear and distinct; good inflection; good modulation; appropriate volume; uses language appropriate to the situation; uses correct pronunciation; free from irritating mannerisms; able to communicate effectively with: a) staff; b) public; c) participants/clientele; presents ideas simply and clearly; is congruent in verbal/nonverbal communication.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
			<u>AVERAGE</u>		
12 11 10	9 8 ⑦	6 5 4	3 2 1	0	_____

#### Suggestions for Growth:

Alexa always spoke clearly to whatever group she was addressing. A suggestion would be to continue growing & practicing in her presentation of instruction & expectations, working towards further clarity in leadership roles.

### B. Written Communication

Uses acceptable grammar; Uses acceptable spelling; Proofreads and corrects written work; Expresses thoughts in a clear, organized manner; Able to effectively communicate in written form with: a) staff; b) public; c) participants/clientele; Strives for quality in written work; Able to use electronic communication techniques.

<u>EXCELLENT</u>			<u>GOOD</u>			<u>AVERAGE</u>			<u>BELOW AVERAGE</u>			<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12	11	10	⑨	8	7	6	5	4	3	2	1	0	_____

Suggestions for Growth:

### C. Quality and Organization of Work

Displays thoroughness; Pays attention to detail; Volume of work produced is appropriate to tasks assigned; Nature of work produced is appropriate to tasks assigned; Make effective use of time; Able to organize resources; Able to organize people; Completes assignments on or before due date.

<u>EXCELLENT</u>			<u>GOOD</u>			<u>AVERAGE</u>			<u>BELOW AVERAGE</u>			<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12	11	10	9	8	7	⑥	5	4	3	2	1	0	_____

Suggestions for Growth:

I would suggest, continue growing in the way Alexa produces work for the population being served. Continue the diversity of work for different need groups of people.

### D. Independent Functioning/Maturity

Able to perform without constant supervision; Able to function constructively on own initiative when necessary; Able to prioritize tasks; Makes responsible decisions; Displays an even temperament; Displays poise; Displays self-control

<u>EXCELLENT</u>			<u>GOOD</u>			<u>AVERAGE</u>			<u>BELOW AVERAGE</u>			<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12	11	10	9	⑧	7	6	5	4	3	2	1	0	_____

Suggestions for Growth:

Alexa was able to operate independently, functioning on construction feedback when necessary.

## II. PROFESSIONAL KNOWLEDGE

### General

Possesses knowledge commensurate with academic standing/role; Possesses skills commensurate with academic standing/role; Able to integrate conceptual knowledge with practical application; Exhibits/demonstrates understanding of content commensurate with role/position; Shares knowledge with others; Understands the population being served; Understands the resource being utilized; Demonstrates understanding of leisure and recreation; Demonstrates understanding of the values of leisure and recreation to participants; Displays a willingness to learn.

<u>EXCELLENT</u>			<u>GOOD</u>			<u>AVERAGE</u>			<u>BELOW AVERAGE</u>			<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12	11	10	⑨	8	7	6	5	4	3	2	1	0	_____

Suggestions for Growth:

### Specialized Knowledge/Technical Skills (specific to role/position)

**Please check the appropriate section(s)**

#### \_\_\_\_\_ A. Interpretation

Displays Breadth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge; d) Use of effective guided interpretive techniques; e) Use of effective self-guided media techniques; f) Use of appropriate instructional techniques; g) Use of appropriate technology; Use of appropriate materials.

Displays Depth of Knowledge in the followings areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge; d) Use of effective guided interpretive techniques; e) Use of effective self-guided media techniques; f) Use of appropriate instructional techniques; g) Use of appropriate technology; Use of appropriate materials.

Displays Accuracy of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Historical/Cultural Knowledge.

<u>EXCELLENT</u>			<u>GOOD</u>			<u>AVERAGE</u>			<u>BELOW AVERAGE</u>			<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12	11	10	9	8	7	6	5	4	3	2	1	0	<u>  X  </u>

Suggestions for Growth:

X B. Outdoor/Environmental Education/Organized Camp Setting

Displays Breadth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities

Displays Depth of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities.

Displays Accuracy of Knowledge in the following areas: a) Natural Science; b) Natural Resources; c) Outdoor/Environmental Activities.

Creates appropriate learning experiences based upon the learner's abilities, attitudes, culture, etc. Uses appropriate teaching techniques/strategies; Uses appropriate teaching style; Uses appropriate support materials; Provides a positive learning environment that incorporates appropriate instructional techniques, technology and materials; Understands and applies principles of group dynamics/interpersonal communication

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12 11 10	9 8 ⑦	6 5 4	<u>AVERAGE</u> 3 2 1	0	_____

Suggestions for Growth:

Alexa consistently showed improvement in her approaches to instruction over the summer & my only suggestion would be to continue practicing in her instruction for different populations!

X C. Outdoor Leadership

Understands and applies skills related to land-based travel; Understands and applies skills related to water-based travel; Understands and applies skills related to logistics and planning; Understands and applies principles of group dynamics/interpersonal communication; Creates appropriate teaching techniques/strategies/ Uses appropriate leadership styles; Provides a positive learning environment that incorporates appropriate instructional techniques, technology and materials; Possesses knowledge of equipment selection; Displays knowledge of equipment use; Displays knowledge of equipment care; Demonstrates competence in general outdoor living skills; Displays/models a "safety" state of mind.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12 11 10	9 ⑧ 7	6 5 4	<u>AVERAGE</u> 3 2 1	0	_____

Suggestions for Growth:

### **III. Professional Personality**

#### A. Personal Habits/Characteristics

Attention to appearance/grooming; Selects suitable attire; Displays neatness; Has no distracting mannerisms; Has physical conditioning suitable to task; Able to carry work load with reserve energy; Is flexible; Displays creativity and imagination; Is tactful; **Strives for self-improvement**; Models a commitment to professional virtues.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
			<u>AVERAGE</u>		
12 11 ⑩	9 8 7	6 5 4	3 2 1	0	_____

Suggestions for Growth:

#### B. Social Qualities

Cheerful; **Friendly**; Displays sense of humor; Consistent, but fair, in personal relationships; Displays concern for others; **Helpful**; Sympathetic; Shows concern for physical welfare of participants; **Has interest in participants**.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
			<u>AVERAGE</u>		
12 11 10	⑨ 8 7	6 5 4	3 2 1	0	_____

Suggestions for Growth:

### **IV. PROFESSIONAL BEHAVIOR**

#### A. Responsibility

Is dependable; **Meets schedules/deadlines**; **Has regular attendance**; Follows through; Attends to instructions; **Is prompt in reporting absences, illness, tardiness**.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
			<u>AVERAGE</u>		
12 ⑪ 10	9 8 7	6 5 4	3 2 1	0	_____

Suggestions for Growth:

B. Loyalty/Cooperation

Complies with legal established procedures and policies; Considers others' viewpoints; Cooperates with associates; Cooperates with superiors; Is willing and able to accept constructive criticism and suggestions.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12 11 10	9 8 7	6 5 4	<u>AVERAGE</u> 3 2 1	0	<u>X</u>

Suggestions for Growth:

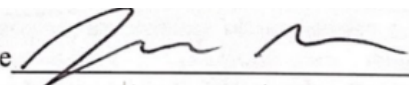
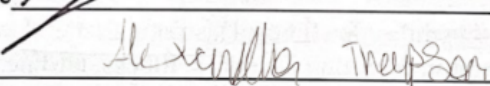
OVERALL RATING

Please circle the appropriate number for an overall evaluation of the student's work.

<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>BELOW</u>	<u>POOR</u>	<u>NO BASIS FOR JUDGMENT</u>
12 11 10	9 ⑧ 7	6 5 4	<u>AVERAGE</u> 3 2 1	0	_____

Additional Information

Alexa showed lots of growth over the summer in her role as a rec instructor & around camp. She continued to design more purposeful activities for our different campers, & I hope she continues to build on those skills after camp!

Agency Supervisor's Signature  Date: 8/4/24  
 Student's Signature  Date: 8/4/2024

Return to: Northern Michigan University; HPER Department; Outdoor Recreation Division  
 Internship Coordinator; PEIF #201G; Marquette, MI 49855.

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# Get to Know you Games

## Blind Man's Bluff

### Materials

A blindfold.

### Preparation

None.

### Action

Have the group sit in a circle. Ask for a volunteer to sit in the center. This person is blindfolded. All the other players now change places. When everyone is settled, the blindfolded person points in various directions and asks people to make a noise. They can ask the person pointed at to make a specific noise or can let the person choose their own sound. The object is to identify the person who is making the noise. Anyone who is recognised and named then takes a turn in the center.

### Variation

To make this game very easy, have the players speak or read a sentence from a book instead of making a noise.

### Comment

It is a good idea to ensure that all players know each other by name and sound of each other's voices. A good memory and concentration game.

## It Ain't Me Babe

### Materials & Preparation

None

### Action

Ask people to randomly pick a partner. Give them 5-10 minutes together to introduce themselves. They may not speak to one another during this time, writing is also not allowed. You may allow drawing, but probably isn't needed. Players need to communicate whatever they feel is important about themselves to their partners. At the end, players report out to the group what they learned about their partner. Allow a brief time for a rebuttal and/or corrections from the person just described

## Who are you?

### Materials & Preparation

None

### Action

Have your group brainstorm a list of ten or so questions. Narrow the list down to two or three questions people like best. Provide pens and paper to record- if wanted. Try to balance factual, personal (non-intrusive), humorous and unusual questions. Allow participants to mingle and have a conversation.

## 4 corners

### Materials & Preparation

None

### Action

Ask participants to listen to the question and choices first, which you will repeat. Then have participants move towards the corner that they are most interested in. Questions can be as silly or serious as you want. Example: what is your favorite activity 1) Recreation 2) Arts and crafts 3) Nature 4) Performing arts. Once you have asked the question and designate each corner be sure to repeat so everyone knows.

## Who's in Charge Here?

### Materials & Preparation

None

### Action

Have participants create a circle or oval shape. Ask two participants to volunteer, be sure to pick one at a time. One participant will be the detective, the other will be the leader. The detective will go outside, or close their eyes and cover their ears. While the detective is away a leader will be chosen. The leader will do movements that everyone else will have to follow. The goal is for the detective to figure out who the leader is in three guesses or less.

## Silent Lineup

### Materials & Preparation

None

### Action

Have participants line up without talking. Lineup based on things they can see or should know. Examples: Line up tallest to shortest, Lightest hair to darkest hair, Youngest to oldest, or based on the first letter of your first name. Once the lineup happens, allow talking to see how close the lineup was to how it should have turned out.

## Rule Based Games

### Simon Says

#### Materials & Preparation

None

#### Action

Pick one participant to be “Simon”. Everyone has to do as “Simon says”. Simon will do the action regardless of if they say “Simon says”. Participants should only do the movement when “Simon says”. Participants are out if they do something that Simon didn’t say or misses what Simon said.

### Do This Do That

#### Materials & Preparation

None

#### Action

Children must follow the leader and do whatever they do when they say to “do this”. Players must sit down (until there are five others) if a mistake is made. A mistake is: (1) not doing what the leader does when they say “do this”; or (2) doing what the leader does when they say “do that”.

## All Change!

### Materials & Preparation

None

### Action

Ask players to choose a partner. If there is an odd number the person who is left over can be the leader. Partners face each other and the leader calls out commands such as:

“Stand back to back!”

“Shake hands!”

“Hold hands!”

“Make funny faces!”

“Link arms!”

“Stand on one leg!”

After a pre-set time, or when the leader chooses, the leader commands: “All change!”

Now each player must find a new partner. The leader also tries to find a new partner.

Whoever is left surplus becomes the leader and calls out the commands.

### Variation

Military parade. Form the players into a military formation of three in a line. The leader calls out military commands like:

“Quick march!”

“Left turn!”

“Right wheel!”

“Halt!”

“Salute!”

“Slow march!”

“Right turn!”

“Left wheel!”

“Double march!”

Anyone not complying or seen to be doing the wrong action becomes the leader.

### Comment

The commands can include vigorous movements and exercises or, alternatively, adopt a more gentle approach, according to the requirements and mood of the group.

## Tag Based Games

### Bean Bag Tag

#### Materials

Bean bags, one per participant

#### Preparation

None

#### Action

Put the bean bag on the participants' heads. Everybody is “it”. If the bean bag falls off, you are out. If you are tagged, you are out.

## Capture the Flag

### Materials

Something to act as the flag

### Preparation

None

### Action

Split your group into two groups. Decide where your jail is going to be located, ensure that there is a way for the taggers to reach the jail without leaving their side. Have them discuss as a group who their 1 tagger is and everyone else be seekers. Taggers are the only people able to tag anyone. Taggers had to stay arms length away from the flag. The taggers also have to stay on their half of the playing field. Seekers who get tagged go to jail. Taggers are the only people able to get their seekers out of jail.

For those with visual impairments, you can ask them which color was easier for them to see, to search for. For those with mobile impairments they had the option to use a scooter chair, a walker chair, or crutches.

## Cat and Rat

### Materials & Preparation

None

### Action

Two participants are selected, one to be the cat and one to be the rat. Everyone else forms a circle. The cat is outside and the rat is inside the circle. The following conversation takes place.

The cat: "I am the cat."

The rat: "I am the rat."

The cat: "I will catch you!"

The rat: "No! You can't!"

The cat then chases the rat, attempting to tag them. The circle protects the rat by letting them enter and leave the circle. When the rat gets tagged the cat becomes the rat and a new cat is selected.

## Duck Duck Goose

### Materials & Preparation

None

### Action

All players except one stand in a circle, the one not in the circle is IT. They walk around the outside of the circle, touching each player as they go by. As they touch the other players' heads they say "duck or goose". The player who is the goose chases the one who is IT around the circle, trying to tag them before they reach the goose's empty space. The goose is now IT.

## Pairs Squared (Pairs<sup>2</sup>)

### Materials & Preparation

None

### Action

- Everyone as a partner to start the game
- The game is tag; if you are it, you must tag your partner- no one else
- When you are tagged, you must spin 360 degrees; or count to three before tagging your partner back
- There is NO RUNNING allowed during the game, walking only
- You may not go outside the boundaries during the game

### Play

Ask each pair of people to choose another pair as new partners, hence two pairs of two. One pair is designated as IT, the others must escape. If a tag occurs, the newly tagged pair must perform the requisite spin before tagging back. Walking is the only form of movement. One very important rule to consider: you may want to prohibit people from trying to move between two people who are linked together. Squeezing between two people holding hands can produce a choking movement and/or can wrench people's shoulders and wrists. Use your discretion.

## Minnesota Mosquito

### Materials & Preparation

None

### Action

Select one or two players to act as mosquitoes. They will have “stingers” that are pool noodles/foam swords. When a player is stung (no head hits) they are frozen. To get unfrozen, two unfrozen players encircle the frozen player with their arms and shout “DEEP WOODS OFF” before getting stung themselves. If a player can touch a mosquito above the waist without getting hit saying “Take that”- the player who touched the mosquito can unfreeze one player.

The players trying to keep from getting stung can band together hand-in-hand in groups of eight (minimum). The player can then whack their partners on the back (before the mosquito can sting anyone in the group) which ends the skeeter and the game.

## Immunity

### Materials

Something to act as an immunity idol, one or two depending on group size.

Sponge/foam block.

### Preparation

None

### Action

Pick what the playing field is, we will be moving from one end to the other. This will ensure people do not run into each other. You can set a limit to how many people can be touching the immunity at once, usually one or two people. To get the immunity idol yell “immunity”. Select one or two participants to be taggers.

### Variations

Add an action to get the immunity idol for those who have speech/hearing. For those who have mobility you can give them a pool noodle to create distance between equipment and participants. You can do three variations to the tagging, 1) outbreak: when you get tagged you also become a tagger, 2) freeze: you are frozen if you get tagged until someone unfreezes you, or 3) sit out: you sit out of the game if you get tagged until a new round starts.

## Octopus Tag (aka Spider Tag)

### Materials

Hula hoop, zip ties, pool noodles

### Preparation

Zip tie pool noodles to hula hoop

### Action

Have one participant volunteer to be IT. IT will be the octopus who will have the pool noodle hula hoop. Everyone else will be fish. The goal is for the octopus to tag all the fish. When fish are tagged, have them wait outside the boundaries of play until a new round starts.

### Variations

Have the fish travel from one side to the other on cue, this will reduce the risk of running into one another. If you have enough of the supplies you can have multiple octopus taggers.

## Slap Jack

### Materials & Preparation

None

### Action

The players stand in a circle formation with hands held behind their backs. One child, who is selected to be IT, runs around the outside of the circle and slaps, or tags, another player. It continues to run while the player who was tagged runs in the opposite direction. Both players try to get back to the vacant place in the circle. The one who does not reach the vacant place in the circle is now IT and the game is repeated.

# Creative Games

## Cage Ball

### Materials & Preparation

None

### Action

Place the children in a large circle. Be creative and think up things they can do with it, such as pushing the ball around the circle. Other suggestions are: see how far they can roll it, see if they can pick it up, or see if they can bounce it. Try to use the “cage” ball in a simple ball game such as “club snatch” in place of the club.

## Blindfold Stroll

### Materials

1+ blindfold(s), at most you want about half the number of participants

### Preparation

Setting up collection items/obstacle course

### Action

This can be done in pairs or as a full group. Have one person be blindfolded. The rest of the group or pair will be giving them directions, this can be done verbally or with noises (like clapping your hands). The goal is to get the blindfolded person to collect items (like water or cones) and bring it back to the designated location. Making sure that the entire group or pair knows what word/noise is used for each movement.

## Fantasy Tag

### Materials

Scrap paper

### Preparation

None

### Action

#### Set up

Start by giving each person a piece of scrap paper, preferably paper that is similar so no one can identify someone else's piece by size, shape or color. Ask players to write down a fantasy on the paper; the fantasy should be something that they have always wanted to do and that they won't mind being read publicly. It can be anything real or fanciful, so long as it is something each person has a desire to do. Collect all the pieces of paper and then read the fantasies one by one. After reading them all, re-read them to be certain that everyone playing has heard them all.

#### Play

Divide the group into teams of three or four players. One group starts by trying to identify who belongs to a specific fantasy. If the guess is correct, that person becomes a member of the guessing team and the guessers get another chance. The same team keeps guessing until they make a guess that is wrong. *The Cardinal Rule:* People must be honest in "owning" their fantasy when it is guessed.

## Number Formations

### Materials

Card, string, and a magic marker

### Preparation

Cut the card into pieces about six inches square. Sort the cards into sets of whatever number is needed for equal teams and number them, starting at 1. Attach a piece of string to each card so that it can be hung round someone's neck.

### Action

Form the players into teams and give each team a set of cards. Players hang the cards around their necks. Now call out numbers of up to the numbers on the cards. The teams quickly form the number called out. The first team in the correct order wins a point. Then another number is called out. The game continues in this fashion.

### Variations

Complicate the game by making players add, subtract, divide and multiply to arrive at the number.

### Comment

If it is required to use 0, instruct the players to leave a space between each other. When asking players to add, subtract and so on, work out the sums before the game begins to ensure that the answers can be formed with the numbers on the players cards.

## Lost in Translation

### Materials

Paper and writing utensils

### Preparation

Images for the participants to describe and draw

### Action

You can do this in pairs or trios. In a pair you have one person describing the drawing and the other drawing. In trios you have one person describing to the "translator", the translator can not use english and must convey to the drawer what they should draw. The instructor should have many drawings that vary in difficulty based on the participants ability. The instructor will show the drawing to the describer, who will then describe it to the drawer.

### Variations

For added difficulty you can make it where it also tries to match the colors used, so multicolor vs one color. The drawings could look like something or could be random shapes thrown together, make sure to match participants based on abilities.

## Occupations

### Materials

Slips of paper and a bag

### Preparation

Write an occupation on each slip of paper and place them in a bag

### Action

This is a miming game. Seat the group so that the person doing the mime can be seen by everyone. Have a player come out and dip into the bag containing the pieces of paper. The participant then mimes a series of actions, imagining themselves doing the job. The rest of the group try to guess what it is. Set a time limit, with points for players whose occupations are guessed.

### Variations

1. Allow each member to think up the occupation they will mime
2. Have the players mime a job they have done themselves
3. Use as a team game. Each team has to guess an occupation mimed by a member of their own team.
4. Use other themes: hobbies, proverbs, titles of books, plants and so on.

### Comment

A relatively easy game to play which encourages participation, especially when players mime an occupation they themselves have done. This also helps players get to know one another and share information. After each mime, use the exercise to encourage members to talk about their experience of the job, when applicable.

## Reverse Musical Chairs

### Materials

Chairs or carpet squares

### Preparation

Setting out "placeholders"

### Action

Start with one less placeholder than you have participants. Play music and have participants moving around. When the music stops, have the participants find a placeholder. Make sure to mention that people will NOT be out. Rather than having the person without a placeholder be out, see if a placeholder can be shared to keep the person in.

### Variations

Try to let participants figure out on their own that they don't have to be fully on the placemat. Example rather than sitting/standing on the placemat they place only their hand or just one finger. See how few placemats can be used

# Ball Games

## Bounce Dodgeball

### Materials

Carpet squares/ placemats, ball

### Preparation

Place placemats in designated play area

### Action

The object of the game is not to get hit by a bounced ball ( the bigger the ball, the less potent the throw), while you are moving between safe zones. Being safe requires that a player stands on the placemat. The catch is that there is one spot less than the number of people playing. Simple rules are the best rules. Mark out the boundaries before the game starts, remembering that a smaller playing area invariably results in more action, less elitism, and a faster paced game. Anyone who runs outside the boundaries automatically becomes a bouncer. To begin, designate two people as bouncers.

## Pass the Ball

### Materials & Preparation

None

### Action

Split the group into two teams and have the opposing players sit in a line facing each other. Ask the first player in each team to extend their legs, keeping their ankles together. Place a ball on each pair of extended ankles. The balls must now be transferred to the next person in the team using legs only. If a ball is dropped, it must go back to the beginning again. The first team successful in getting their ball to the end and back again is the winner.

### Variations

Place the ball under the first player's chin. It is then passed to the next player who holds it under their chin. The use of hands is not allowed. As an alternative to having two teams, the ball can be passed around a circle in this manner. Also, instead of a ball, use an orange or a matchbox.

### Comment

This is an excellent touching game. It is a good idea to ask players to remove their shoes before the game starts. People who do not like being touched may find the variation difficult. It is better to lead up to it with less threatening touch games. Try to place tall and short, thin and fat people next to each other.

## Touch ball

### Materials

Balls for throwing

### Preparation

None

### Action

Everyone forms a circle, one person who is IT will stand inside the circle. A ball is passed from player to player around the circle and across the circle. IT must try to tag the ball. When they do, the child who throws or touches the ball last becomes IT.

### Variation

Place three or four players inside the circle. These players attempt to catch the ball thrown by the players in the circle. A player who is successful in catching a ball changes places with the player who threw the ball.

## Up Chuck or Barf Ball

### Materials

Each player has their own ball. Soft ball that is ok getting thrown and hit.

### Preparation

None

### Action

Standing in a circle or cluster, or however the group wants to arrange themselves, ask everyone to toss their balls aloft to a height of at least 10 feet, and attempt to catch a ball that they did not throw. Count the number of balls that are missed (not caught); that's the group's negative score for that round. After some discussion, ask the group to make as many attempts as they would like, toward achieving the result of no balls missed. As this task is eventually achieved, see how many all catch rounds can be made before a miss occurs. To make the team effort initially more difficult, start with one ball being thrown aloft. After one ball is successfully caught, try two, and so on until all the balls are thrown simultaneously and caught. If a ball is missed the group starts over with one ball being lifted.

## Canadian Dodgeball

### Materials

One soft throwing ball

### Preparation

None

### Action

Everyone starts by touching the border of the playing field, usually a wall. The instructor will throw the ball up in the air and say “canadian dodgeball”, that is the signal to the participants that they can move and the game has started. When holding the ball you MAY ONLY take THREE steps. If the ball hits you, you are out. If you catch the ball the thrower is out. Participants who are out should sit on the sidelines to avoid getting stepped or tripped over. If the person who got you out gets out you are back in.

### Variation

You can add a rule that if they make a basket everyone is back in, however if they miss the basket they are out. It is up to the instructor if they are going to allow a drop/roll and re pick up method. If the group is small, or if participants struggle to throw a distance, you can also try to make the playing field smaller.

## Bowling

### Materials

Ball and pins

### Preparation

Setting up pins

### Action

Have participants roll a ball towards the pins. See how many pins the participants can knock over. This can be done as a group or individually.

### Variations

Allow the participants to do a “baker’s”. A baker is when every participant gets one frame and the scores are put together as one score rather than as individuals. See who can knock down the most pins in the least amount of rolls. Use different size balls based on abilities.

## Horse

### Materials

1+ basketball and a hoop

### Preparation

None

### Action

To begin the game, pick a player to go first. That player gets to do anything they want before shooting. If they want to spin around 5 times and then hop up and down before shooting, they can do it. They make the rules! If they hit their shot, the other players have to do the exact same thing. But if they miss, the next player gets to make up their own wacky shot for the others to try. Any player that can't make the first person's shot gets the letter H. Everyone keeps playing the game and making up crazy shots until someone misses enough times to spell out the word HORSE. The player who does not spell HORSE is the winner!

### Variation

Depending on the group you can change the word being spelled. The common words being spelt are HORSE, PIG, or LIGHTNING.

## Earth Ball Games

### Circle Time Trial

The whole group lie down on the floor in a circle or oval shape with heads in the center and feet on the outer. Place the earth ball on the participants stomach at the start point and encourage the group to roll the ball around the circle/oval. Use a stopwatch and see how quickly the group can successfully get the ball rolling once around at a time. Spotters stand outside the circle and push the ball back on when it rolls away.

### DodgeBall

Use a defined space and eliminate players who come into contact with the ball with other than their hands. You can restrict movement by ruling an area where they must stay within and keep one foot on the ground at all times.

## Earth Ball Pass

People form a line or the beginnings of a circle if space is limited. Pass the earth ball with arms above your heads and the people on the end of the line run around and extend the line taking another turn.

## End Zone

Two opposing teams play indoors to defend a wall at each end of the room. The team earns a point each time the ball is allowed to touch the opposition's wall. Make rules disallowing constant contact with the ball to stop it becoming a crush. No kicking.

## High Jump

If you have a parachute you can use it to catapult the earth ball into the air. Place the ball in the center with participants holding the edges of the chute. Pull it back as a team and send the ball into the air. See how high it can go.

## Keep It Up

This works like pass and catch where more than one team member will usually be required to do so. Teams earn a point each time they can keep the ball off the ground for (10) catches on the full. Use one bounce maximum as a variation.

## Obstacle Courses

These can be as simple or complicated as you choose. For children mark a line to follow or a roadway. Set up boxes and barricades for the ball to go around or over.

## Roll Over

Set up a goal for each team to defend (2-4 teams) using old tyres, inner tubes or hula hoops. The team earns a goal each time they get the ball to sit on/in the goal circle.

## Soccer

Two teams use pushing and hands (no kicking) to try to get the ball to the back line or goal of the other team. It's one point for each goal and you need to watch for rough play.

## Two Ball Teams Roll

### Materials

Two identical earth balls

#### Action

Two teams lie down on the floor in parallel straight lines, head to toe alternatively. Place an earth ball at the start end of both teams and on “go” they race to roll the ball across their stomachs to the finish line at the other end.

## Volleyball

Use a solid wall rather than a net and we are probably talking about NEWCOMBE BALL where the ball is caught with a three second limit before being thrown back over.

## Movement based Games

### Easter Egg Hunt

#### Materials

A lunch sack for each child, various colors of construction paper or wallpaper samples, scissors, glue, or stapler.

#### Preparation

Cut the lunch sacks in half and use the bottom halves to make baskets. For each basket, cut a handle out of a different colored piece of construction paper or wallpaper and glue or staple it to the sides of the sack. Then cut six small egg shapers for each basket from paper that matches the handle. Hide the eggs in various places around the room.

#### Action

Give children each a basket and let them go on an easter egg hunt. When they find eggs that match their handles, have them put the eggs in their baskets. Continue the game until all the eggs have been found.

#### Hint

Hide the eggs for each child according to age and ability.

#### Variation

Let the children help make their own baskets. Before attaching the handles, let the children paint their lunch sacks green. Then, if they are able to use scissors, let them cut fringes along the top edges.

### Hot and Cold

#### Materials & Preparation

None

Action

All children are grouped together with the exception of one who is hiding their eyes. The group picks an object within the room. The person who was hiding their eyes must walk about the room trying to guess the object. The group, by clapping their hands either loud for “hot” or soft for “cold”, directs the person to the object. When they guess the object a new person is chosen to hide their eyes.

## Going Through the Motions

Materials & Preparation

None

Action

Form the group into a circle. Start the game by performing an action, or have a player think of one. This could be tapping your foot. The player next to you then repeats the movement you performed and adds on their own. The third player now does the first two actions, plus a third. This continues on around the circle until everyone has added a movement.

Variation

It helps other players to remember, and can be more fun, if all the players who have performed an action do all the movements together each time. Then the person whose turn it is adds their own. Eventually, everyone is in motion together.

Comment

Movements can be kept simple or made more energetic. This is a good memory exercise.

## Fan the Balloon

Materials

Newspaper, balloons, and chalk

Preparation

Blow up the balloons

Action

Form the group into teams. Draw a line some twelve to fifteen feet away from the first player in each team. Place a balloon on the floor in front of the team leaders and give them a newspaper. They must now fan the balloons to the line and back. The second player in each team does likewise and so the game continues until everyone has fanned the balloon. The first team finished is the winner.

Variations

1. Instead of newspapers, use a brush. Players have to sweep the balloon to the line and back again.

2. Stand behind a line each player throws a balloon as far as possible. Mark the spots with chalk or matchsticks. This is more difficult with shaped balloons.
3. Tie a balloon to each player's ankle and give them a rolled-up newspaper each. The object is to burst as many opponents balloons as possible, using only the rolled-up newspapers. When a player's balloon bursts, that player is out. The last player left with his balloon intact wins.

#### Comment

Balloons give a jolly atmosphere and bring out a sense of fun in people.

## Mickey Mouse

#### Materials

One ball

#### Preparation

None

#### Action

Stand in a circle, this is our mousetrap. Put the ball in the middle, this is our cheese. Then number around the circle by three's until everyone has a number. You must remember your number and place. The leader of the game is Mickey Mouse. They call out a number. If they call "Two" each child whose number is two starts to run. Mickey also runs fast around the circle and back to their own space, which is empty. It is a hole in the mousetrap. They run through the hole to the center. If they are first, they grab the cheese. The person with the cheese is Mickey for the next round.

## Ring-O-Peg

#### Materials

Two deck tennis rings and one batting tee

#### Preparation

Two lines ten yards apart

#### Action

Divide participants in half, one group placed on each of the two lines. The participants stand side by side facing the other line and the batting tee is placed in the center of the two lines. One deck tennis ring is given to each line. The ring is passed up and down the line of players until the instructor gives the signal to "ring" and then whoever has the ring races to the center to place on the peg. The participant who gets the ring on the batting tee first.

#### Variations

To get the rings back to the lines, call names for two children to see who can get the ring off the peg and back to their line first.

Try using balls and a waste basket in place of the rings and batting tee. The container must be small enough, or the balls large enough, so that one ball will sit up on top of the other ball when both are in the container.

## Floor Darts

### Materials

Bean bags

### Preparation

Creating a dart board, if needed

### Action

Hand each participant three bean bags. Let participants take turns throwing the bean bags into the circle. There should be at least two circles, one inside the other, with the smaller circle being worth more points.

### Variations

You can offer to make trick shots that land in the circle's double points. Trick shots can be a backwards throw, between the legs, etc. Based on ability choose a good distance to throw the bean bags from.

## Dice Tic Tac Toe

### Materials

Six Bean bags (3 of each color), placemats or chalk

### Preparation

Create the board, you can do this with a 3 by 3 of carpet squares or using chalk.

### Action

Using a set of dice you roll three times attempting to get a double, if you get doubles before your three rolls are up you end when you get the doubles. Once you roll doubles you place a bean bag on the tic tac toe board, each team only gets three bean bags which can get moved once all three are in play. Play until there is a winner or time runs out.

### Variations

Create space between where the rolling and board are and have participants race in between. Have the participants show a dance move when they get doubles before they are allowed to place a beanbag.

## Red light Green Light

### Materials

Red and green paper/objects

### Preparation

Creating a light system, if needed

### Action

On red everyone stops moving, if they move they restart from the beginning. Everyone moves on green.

### Variation

You can add music to make it a dance party, this also helps those with visual impairments.

## Evolution

### Materials & Preparation

None

### Action

Explain the 3+ stages of the life cycle, along with movement. Example: arms in X over chest is a seedling, arms tucked to the side with hands out is a sapling, arms making a triangle over your head is a tree. In order to Evolve you play rock paper scissors with someone who is at the same stage as you. The winner of rock paper scissors moves up to the next life cycle.

### Variation

You can also add a devolution. This would mean that whoever loses the game of rock paper scissors would move down to the previous stage in the life cycle.

# Obstacle games

## Obstacle Course

### Materials

Chairs, or other items which can be used as obstacles, and blindfolds.

### Preparation

Prepare a series of obstacles which will obstruct players as they walk across the room in a straight line.

### Action

Ask for two volunteers. One person is blindfolded. The other player, giving only verbal instruction, now guides their partner across the room and around the obstacles. Once across the room, the person who was blindfolded becomes the guide for the return journey. When the course has been completed, another two players have a go. The players who cross the room and return in the quickest time can be acclaimed the winners.

### Variations

1. To make this game more difficult, turn the blindfolded play around three times before they commence the journey. Also move the obstacles about after the blindfold has been applied.
2. Have several couples crossing the room in different directions at the same time. Amid all the noise and various shouted commands there is a tendency to follow wrong instructions.

### Comment

A good trust exercise. Unless players are confident, it is better to begin the game gently and work up to the more difficult variations.

## Ring Toss

### Materials

Five rings and pegs

### Preparation

Setting up pegs

### Action

Allow participants to throw the rings attempting to get them to land on/around the pegs. Create a line, about 5-10 feet away from the pegs, that is where participants throw from.

### Variations

You can assign different point values to different pegs.

## 3-D MineField

### Materials

Objects (various shapes, sizes, weight)

### Preparation

Setting up the field

### Action/Rules

Here are a few rules and helpful hints to help you get started on your own mine field:

1. Use more or less obstacles to increase or decrease the difficulty of getting to the end of the mine field.
2. Operate in pairs. One participant is blindfolded (eyes closed) and is located within the mine field enclosure. The second member of the pair is sighted and must stay outside the obstacle enclosure. Only verbal clues are allowed: the sighted player cannot touch the blind player. Allow all the blindfolded players to enter the obstacle course simultaneously to increase the difficulty of careful movement and of being heard.
3. If the blindfolded player touches any obstacle, they must return to the beginning and try again, or simply count the touches for later comparison.
4. After a successful traverse or at the end of a time period, ask the players to switch roles.
5. As an added challenge, ask two blindfolded players to attempt a hand-in-hand traverse. Other challenges include: see how few steps can be taken; see how fast the traverse can be made.

# Games for Littles

## Disappearing Ducks

### Materials

Something for the kids to hide behind, a divider

### Preparation

Setting up divider if needed

### Action

Have the children pretend to be little ducks and line up behind you. Lead them around the room and have everyone recite the poem below. Begin the poem with the number of children playing.

(number) little ducks went out to play

Over the hill and far away

Mother duck said "Quack, Quack Quack" (softly)

And (number minus one) little ducks came waddling back

As you waddle around the room, go behind the divider. Have the child at the end of the line crouch down beyond the divider while the other children continue to follow you.

Keep repeating the poem, each time leaving a child behind. When all the children are behind the divider change the last line of the poem to read:

"And no little ducks came waddling back."

Then recite the last verse of the poem below and have all the children come waddling back out again.

No little ducks came out to play

Over the hill and far away

Mother Duck said "Quack, Quack Quack" (loudly)

And (number) little ducks came waddling back

## Dice Action

### Materials

Colored or pictured dice

### Preparation

Creating a colored die, if necessary

### Action

Have the children sit in a circle. Let one child roll the dice and name the color that comes up. Next, have a child call out an action. Everyone who is wearing the color does the action. Let the children take turns rolling the die and calling out a new action.

### Variation

Cut out pictures of animals and insert them in a photo cube to make an animal die. Let one child roll the die and have the other children pretend to be the animal that comes up.

## Funny Animals

### Materials

One stuffed animal for each child

### Preparation

Place stuffed animals in the middle of the room

### Action

Have the children sit in a semicircle in front of the stuffed animals. Let one child at a time walk by the animals while everyone recites this verse:

One day out walking down the street

Some funny animals I did meet.

One made a sound, just like this-

(Child makes an animal sound)

So I took it home and gave it a kiss.

Let the child choose any animal, take it back to the semicircle and give it a big kiss. Continue playing until each child is holding an animal.

## Giggle-A-Thon

### Materials & Preparation

None

### Action

Have the children stand in a circle. Choose one child to be in the middle. Then have the other children take turns trying to make the person in the middle laugh. Give each child a half a minute. If the child makes the person laugh they are next in the middle. If the person in the middle does not laugh, let them choose another child to stand inside the circle. Continue play until everyone has had a turn being in the middle.

### Variation

Have the child in the middle of the circle turn around slowly when everyone tries at the same time to make them laugh. When the child laughs, or when three minutes are up, choose another child to stand in the middle.

## Let's go Fishing

### Materials

Small fishing pole or a string tied to a stick, magnet, paper clips, construction paper, scissors, tape or glue, prizes, cardboard box.

### Preparation

Tie the magnet to the fishing line or string. Cut small fish shapes from construction paper and attach a paperclip to each fish and seaweed shapes. Put the fish in the box.

### Action

Have the children sit in a semicircle around the cardboard box "ocean". Let them take turns "fishing" for prizes.

### Comments

You might want to number the fish to correspond with certain prizes. Or use different colored fish to match the colors of the prizes. If the game is to be played at a party, you might want to have the children fish for small metal friction toys and let them keep the toys as prizes.

### Variation

Let the children take turns fishing from a deck or in front of a blanked-off area. Have them use a small fishing pole with a weight tied to the end of its line. As each child casts their line, have a hidden adult tie a prize onto it.

## Mitten Mix-Up

### Materials

A different colored or patterned pair of mittens for each child, small pies or pie shapes cut from construction paper.

### Preparation

Cut out pie shapes, if necessary.

### Action

Have the children sit in a circle and give them each a pair of mittens. Have each child put one mitten on and place the other mitten in the middle of the circle. Mix up the pile of mittens and let the children search through it to find their mittens' mate. When they have done so, have them put their mittens on and sit back down in the circle. As you play the game, let the children help recite the following poem:

There once were some kittens  
 Who lost their mittens  
 And they began to cry,  
 "Boohoo, boohoo,  
 Boohoo, boohoo,  
 Now we shall have no pie."

All the kittens  
 Went to find their mittens-  
 At least they'd give it a try.  
 "Hurray, Hurray,"  
 They wanted to say,  
 "We hope our mittens we spy."

At last all the kittens  
 Found their mittens  
 And they began to cry,  
 "We found our mittens,  
 We're good little kittens.  
 Now we can have our pie!"

When all the children have found their mittens, pass out small pies or pie shapes. The older children will find their mittens first, making it easier for the younger children to find theirs.

### Variation

Instead of using real mittens, cut mitten shapes out of construction paper, felt scraps or wallpaper samples and give each child a different colored or patterned pair.

## Color Match Up

### Materials

Colored construction paper, wallpaper, or gift wrap

### Preparation

Cut a corner of the paper off. Place the cut off corners in a bag.

### Action

Let the children take turns drawing one of the paper corners from the bag. Then have each child match their corner to the corresponding placemat.

### Variation

For older children, use the same color of paper for all the placemats and cut a puzzle piece out of the corner. Then have the children match the puzzle pieces with the corresponding placemats.

## Shoe mix-up

### Materials & Preparation

None

### Action

Have the children each take off one shoe and put it in the middle of the room. While the children cover their eyes, hide the shoes around the room in various places. Let the children search for their shoes and then put them back on. The older children will find their shoes first, making it easier for the younger children to find theirs.

### Hint

Put the younger children's shoes in the more obvious locations