

LT I Skills

Listening

| Actions | Words |
|---|---|
| <p>Gets campers to talk about their day or interests in one-on-ones or whole group.</p> <p>Quantifiable: Use at least one of the phrases with campers each skill hour</p> | <p>“Tell me about your first skill” “Tell me more about that” “I want to hear more about your cabin” “What are you most excited about today?”</p> |
| <p>Shows understanding of what is said by summarizing what campers are saying one-on-ones. Summarizes camper’s ideas in the whole group.</p> <p>Quantifiable: Uses 1+ phrase while teaching whole group. Uses 1+ phrase during a one-on-one.</p> | <p>“Is this what you’re saying?” “So you’re saying you like playing soccer because _____”</p> <p>Whole group instruction example: After a camper explains commands: “Oh you’re saying that we need range commands because the commands keep us safe”</p> |
| <p>Asks clarifying questions</p> | <p>During a counselor debrief “Can you re-explain what I need to work on” “ I don’t know what stepping on toes means” “Can you give me an example of how to break up instruction into smaller steps?”</p> |
| <p>Gives eye contact when listening</p> | |

Initiative

| Actions | Words |
|--|---|
| <p>Does more than is required; “steps-up” and volunteers</p> <p>Quantifiable: Asks what else they can be doing at least once a skill.</p> | <p>“What else do you need?” “Is there anything more that you need?” “Is there anything more that I can do?”</p> |
| <p>Completes required tasks without being asked.</p> | <p>Example: Sets up the archery range. Gets all the campers gathered and ready for attendance.</p> |

| | |
|---|--|
| Cleans up, puts things away, or picks up trash even though she or he did not cause the mess. | Collects all lost and found from skill area before leaving for Minicamp |
| Steps on counselor's toes | " I can lead that part" " Here, I can teach that" |
| Starts games or activities without being asked | |
| Hears expectations and follows through w/o reminders. | |
| Starts debrief conversations with counselor. Quantifiable: Asks at least one specific debrief question between each skill hour | "Can we debrief my skill hour?" "Here's how I thought the hour went." " I was confused about ..." "I struggled with ____ . How could I have done that differently?" |

Safety & Responsibility

| Actions | Words |
|--|--|
| Is where he or she is supposed to be Is punctual Tells the counselor about being late to the skill or being early. Quantifiable: Every day at breakfast tell me if you'll be late or on time. | "Just a heads up that I have to leave at 11:45 today for Minicamp" "I'm watering today so I will miss part of first skill" |
| If late to first hour comes prepared with an action step or main goal—discusses day before. | "Yesterday I struggled with ____ so I want my action step to be _____." |
| Keeps promises; if he or she says that something will get done, it gets done | Example: T follows through on bringing things for the campers to shoot. |
| Admits mistakes and assumes responsibility | "My fault" "I did it" "I'm sorry. How can I improve next time?" "I should have done ..." Example: Apologizes about not telling you about lateness. |
| Follows rules and expectations when he or she is or is not being observed | Example: Starts games with campers in between skills Helps campers in between skills |
| Makes safe choices for self and campers Quantifiable: | "Everyone be sure to drink water!" "Who needs sunscreen or bug spray?" |

| | |
|--|---|
| Tells campers to drink water twice an hour | Example: Puts on sunscreen/drinks water after asking campers to do the same |
|--|---|

Enthusiasm / Motivation

| Actions | Words |
|--|--|
| Enthusiastic tone Expresses positive feelings to get campers excited Quantifiable Says two phrases that pump up the skill | “Who’s pumped for tech diving?” “This is my favorite part of ____!” |
| If they don’t like an activity or event, keeps these personal feelings or opinions to themselves | Examples: Keeps a dislike of horses or getting wet to themselves. |
| Puts in extra time, does extra work | “What else needs to be done?” “What else can I do?” |
| Has spontaneous, playful fun with children | “Skin diving rules!!” |
| Uses creativity to keep the activity fun and fresh. Quantifiable Try to bring creativity into the skill once an hour | “How about we try this” “What if we did it backwards?” Talks in an accent Creates a backstory for a skill |
| Makes positive and motivating statements Compliments campers | “You got it” “Don’t give up” “We can make this work.” “Great idea!” |
| Provides specific praise that says why something is good, and does this as soon as possible instead of waiting until the end of the day or an activity Quantifiable: Gives 3 statements of specific phrase a skill hour | To a camper who lets someone go first on the rock wall says “Wow that was really nice of you to let ____ go before you” “Check it out, Lily nailed a bullseye!” |
| Uses body, gestures, and tone of voice to convey energy and interest | Examples: Smiles Upbeat tone of voice Eye contact Stands or sits up straight |
| Uses humor to help nervous campers feel comfortable. | Makes campers laugh by telling jokes |
| Shows interest in others by asking questions about the goals and feelings of group members Quantifiable: Does 2 one-on-ones to learn about camper’s goals. | “What do you most want to get out of this?” “What part do you like best? What’s your favorite?” “What is your least favorite part? What do you wish you didn’t have to do at all?” |

“What is your goal for the skill hour?”

LT II Skills

Initiative

| Actions | Words |
|---|---|
| Does more than basic requirements; “steps-up” and volunteers Quantifiable: Asks what else they can be doing at least once a skill. | “What else do you need?” “Is there anything more that you need?” “Is there anything more that I can do?” |
| Does things that need or should be done before or without being asked. | Example: Sets up the archery range. Gets all the campers gathered and ready for attendance. |
| Cleans up, puts things away, or picks up trash even though she or he did not cause the mess. | “Can I help clean anything up?” Tells staff about damaged equipment |
| Steps on counselor’s toes Quantifiable: States what parts the LT wants to lead before each skill hour. Assigns a specific role for counselor during skill | “I can lead that part” “Here I can teach that” “Can you model appropriate safety bubbles while I teach the campers?” |
| Starts games or activities without being asked Quantifiable: Determine one appropriate time and start a game or activity without prompting. | “Let’s play a game!” “Can I start a game this hour for the kids that are not climbing?” |
| Hears expectations and follows through w/o reminders. | “Thanks, I’ll make sure to do that” |
| Starts debrief conversations with counselor. | “Hey, can we debrief my skill hour?” “Here’s how I thought the hour went.” “ I was confused about ...” “I struggled with ____ . How could I have done that differently?” |
| Takes kids to the bathroom/nurse, informs counselor of absence | “Just letting you know that I’m taking a group of kids to grab water at the lodge.” |

Presenting / Body Language

| Actions | Words |
|--|---|
| Projects voice to the back of the group Quantifiable: I will see if I can hear you by standing in the back of the group. | “If you can hear my voice say ____.” “Everybody touch your shoulders, touch your knees, touch your lips.” |
| Makes eye contact during one-on-one and whole group instruction. | “Who can raise their hand and tell me what color my eyes are?” |
| Conveys confidence by: Standing up straight, facing the group, and controlling distracting or nervous body movements. | |
| Speaks distinctly and slowly, and checks for understanding | “Do you guys understand me?” “Who can tell me all the part of the gun we just learned?” |
| Communicates instructions breaking them down into numbered steps so they are more easily learned and understood by others; explains things in a logical order Quantifiable: Break down the instruction into at least 3 parts. | “There are three parts to this...” Call and response” How many parts?” “First we do this...” “The first step is...” |
| Is patient when showing or teaching others | “Take your time.” “That’s OK, just try it again.” “Try it this way. This will work better for you.” |
| Smiles warmly and frequently | |
| Asks kids if they have any questions about what was explained. | “Is anyone still confused about anything I just explained?” |

Teaching

| Actions | Words |
|---|---|
| Has campers follow instructions one step at a time. Quantifiable: Teaches one step and them immediately has the campers do it before teaching the next step. | “Let’s do this one step at a time.” “Try this first.” “To make this work, we have to do four things. Let’s go over them and then we’ll try them together, one at a time.” |
| Learns and uses names of campers | |
| Demonstrates skills and instructions instead of just saying them | “This is what it will look like when you do it.” “Please watch me; I’m going to show you.” |

| | |
|---|--|
| <p>Quantifiable: Models 2 steps while explaining how to do the activity.</p> | |
| <p>Asks a lot of questions; works to get children to discover answers for themselves instead of lecturing to them</p> | <p>“So what do you think would happen if I did it this way?” “If I tied the knot this way, do you think it would be tighter or looser?” “Why do you think that?” “Which way would be better? How come?” “Should I hold it this way, this way, or this way?”</p> |
| <p>Uses repetition; reviews what was said or done before moving on to the next point</p> | <p>“Everybody tried that? Great. Looks good. So the first step is, we keep our shoulders in line with our hips. Now let’s talk about our arms...”</p> |
| <p>Has children repeat things to help them remember Quantifiable: Uses repetition at least 3 times through the skill to remind campers parts of the boat.</p> | <p>“OK, so let’s make sure we’ve got it. How many things do we do before we swing the bat?”</p> |
| <p>Makes encouraging comments</p> | <p>“You can do this.” “You’re really getting this down.” “See, this is really better than a few minutes ago.”</p> |
| <p>Acts with patience</p> | <p>“Take your time.” “Try it again.” “No big deal. Let’s try it over.” “You’ve got time. No rush.” “Go slow. One part at a time.”</p> |
| <p>Reinforces the importance and value of asking questions Quantifiable: Instead of stating safety rules first ask the campers what safety rules they know. Then ask them why they think that rule is important.</p> | <p>“I’m glad you asked that...” “It’s important that you told me you weren’t sure about this.” “That’s what smart people do, they ask questions...” “You’re asking questions. That shows me that you really care about getting this right.” “See, some people wouldn’t have asked that out loud. It takes guts to say you’re not sure about something. Way to go...”</p> |

LT III Skills

Group Leadership

| Actions | Words |
|--|-------|
| Learns children's names and uses them frequently | |
| Regularly counts the children, especially when moving from one area to another, to make sure everyone is present | |
| Works to spend equal amounts of time with each child so he or she is not "playing favorites" | |
| Deliberately changes which child he or she sits next to at different activities, meals, etc. | |
| When not at activities, during unscheduled time, plays with the children, makes conversation, etc. | |
| Makes travel between activities interesting and fun by playing a game, singing a song, leading a cheer | |

Communication

| Actions | Words |
|---|---|
| Makes eye contact with the person who is speaking | |
| Bends knees to get closer to the child | |
| Smiles when communicating with children | |
| Nods head to indicate she or he is getting what is being said | |
| Is quiet when others are speaking, waits to speak until others finish | |
| From time to time, repeats what he has heard to make sure it was understood | "So you're saying..." "I want to be sure I'm getting this..." "You think this isn't fair because..." "You wish that you could do it over..." |

Developing Positive Behavior

| Actions | Words |
|--|---|
| Notifies when children make good choices and praises these choices with enthusiasm | “Good job!” “That was nice – way to go” |
| Praises children immediately when they make good choices, instead of waiting until the end of the day or activity period | |
| Praises children specifically when they make good choices | “You’re trying that over again. Way to be persistent.” “You told him that it was your fault. That was really honest.” “You’re doing more than you have to. That’s being a leader.” “You gave him a compliment even though he’s on the other team. That’s great sportsmanship. Nice.” “You’re doing this together. Good teamwork.” |

Managing Undesired Behavior

| Actions | Words |
|--|---|
| Is consistent in responding to undesired behavior – responds every time, not just some of the time | |
| Demonstrates calmness, self-control, and confidence by using a normal volume and speaking more slowly | |
| Demonstrates seriousness by turning and facing misbehaving children; moves towards them instead of trying to talk about it from a distance | |
| Crouches or sits down near them to show this is an important matter | |
| Looks them in the eye | |
| Describes the undesired choice and says it’s not allowed | “You took stuff without asking. That’s not allowed.” |
| Corrects behavior by explaining immediately and with a calm, positive tone, what the child should do instead | “You can’t throw that ball in the cabin. We don’t want things to get knocked down or broken. You can do that outside – that would be fine.” “You shoved her because you’re mad about what she did. You can be mad, but you have to talk to her about it. You can’t hit when you’re angry – that’s not allowed. Let’s try this again. I’ll help. Let’s talk to her and tell her why you’re really mad.” |
| When angry or frustrated, puts these emotions into words instead of yelling or shouting | “I’m really disappointed that you did that.” “I’m frustrated here, because you’re not doing what you promised...” |

Teaching Responsibility and Problem Solving

| Actions | Words |
|---|--|
| Gives choices | <p>“Would you like to pick this one or this one?”</p> <p>“We have to do both of these jobs, but you decide which one gets done first...”</p> <p>“Whatever you decide about this is OK with me.”</p> <p>“You decide”</p> |
| Asks children to think about solutions instead of automatically solving problems for them | <p>“How do we solve this?”</p> <p>“What are our options?”</p> <p>“What can you do about that?”</p> <p>“So the two of you disagree. Now what do we do? How do we handle this?”</p> |
| Teaches children to handle conflict by listening to each other | <p>“Jillian, you go first and tell us what you’re feeling, and we’ll listen to you, and then I want Briana to say what she thanks, and we’ll listen to her.”</p> <p>“Peter, we want to make sure that you can repeat what Jose is saying, and that he can do the same about what you’re saying. That’s the best way to be sure you guys understand each other.”</p> <p>“We’ll go one at a time. We’ll make sure that you get to say everything that you’re feeling about this. Nobody’s going to be left out.”</p> |

Caring

| Actions | Words |
|--|--|
| Asks for their opinion about what they want to do and what they think | <p>“What do you think?”</p> <p>“How do you think we should handle this?”</p> <p>“I want to hear what you think would be a good idea...”</p> |
| Speaks politely | <p>“Please.”</p> <p>“Thank you.”</p> <p>“Excuse me.”</p> <p>“OK, gentlemen, here’s what we’re going to do...”</p> |
| Models appreciation for the work of others by thanking people in front of children, including instructors and specialists after an activity period | <p>“Claire, thanks, this was a great lesson.”</p> <p>“Hey, everybody, let’s give Jon a high-five for teaching us this stuff today...”</p> |
| Explains the reasons for rules or expectations to help children understand how to behave better | <p>“Let me explain why this is the rule...”</p> <p>“I want to be sure that I do a good job telling you why this isn’t safe, so that you’ll know it yourself...”</p> |
| Is vigilant about noticing put-downs and stating that they are not allowed | <p>“You can’t put people down. If you don’t like what she said, then say, ‘I don’t like it.’ But you can’t call people names.”</p> <p>“Sorry – name calling is not allowed. Not ever. Not even if you’re joking. We don’t go there...”</p> |

Working Together

| Actions | Words |
|--|---|
| Shows up on time | |
| Is dressed and groomed according to guidelines | |
| Does what she or he promised, on time and correctly | |
| Brings whatever equipment or materials are expected | |
| Does what is asked to do | <p>“Sure.”</p> <p>“OK.”</p> <p>“I’m on it.”</p> |
| Does more than is asked to do | <p>“What else do you need?”</p> <p>“What more can I do?”</p> <p>“Do you need anything else?”</p> |
| Asks others if they need help, without or before being asked | <p>“Do you need help?”</p> <p>“What can I do?”</p> <p>“How can I help?”</p> |
| Demonstrates “give and take” and flexibility by changing her or his mind or compromising | <p>“OK, well let’s try it your way then.”</p> <p>“I’ll go along with that. Let’s see if it works.”</p> <p>“We don’t have to do it my way. Let’s try your way first.”</p> <p>“There’s probably more than one right way to do this.”</p> <p>“Well, we’ve both got different ideas here. How about we do this from your side and this from my side, and see how it works – is that OK with you?”</p> |
| Expresses feelings and concerns out loud (instead of behind people’s backs) | <p>“There’s something I want to tell you about.”</p> <p>“I’ve been thinking about something but it doesn’t make sense for me to keep this to myself. I want to tell you about it.”</p> <p>“If I told you about how I was feeling about yesterday, would you tell me what you think about it?”</p> |
| Acknowledges mistakes | <p>“I messed up. I’m sorry.”</p> <p>“This was my fault.”</p> <p>“I should have done this first, like you said. Sorry.”</p> <p>“I can do this better. I want’ do it this way again.”</p> |
| Plans ahead | <p>“What are we going to do after that?”</p> <p>“What should we do if that doesn’t work?”</p> <p>“If this doesn’t go over, what’s our Plan B?”</p> <p>“Let’s make a back-up plan just in case.”</p> |

Positive Learning

| Actions | Words |
|--|---|
| Asks questions about how to do things | "What's the best way to do this?" "How can I do this better?" "I could use some ideas that would help me with this..." |
| Asks questions about how to do things | "What's the best way to do this?" "How can I do this better?" "I could use some ideas that would help me with this..." |
| Asks questions about why things are done a certain way | "I want to learn about why you do this first instead of that. Can you talk to me about that?" "Is it OK if I ask you a question about that?" "I want to understand better..." |
| Admits that she or he doesn't know something | "I don't know." "I'm not sure I know what I'm supposed to do here." "Before I do any more on this, can I check in with you and make sure I'm doing this the way you want?" |
| Asks for feedback on performance | "What do you think?" "How did I do?" "Any suggestions?" |
| Listens to constructive criticism: asks for more detail | "I want to ask you about that – how would I do that in a situation where...?" |
| Listens to constructive criticism: thanks other for help | "I appreciate that you're helping me with this. Thanks." "That really helped. I feel much better about this now." |
| Sets goals | "I want to learn how to do this." "I want to get better at this." "That's something that I really want to learn." "The next thing I want to work on is..." |