

Session Three Worksheet
 March 27, 2008

Please complete and submit at the April Counselor Meeting.

1. List the Developmental Characteristics of children, and give an example of each. For example, the first characteristic is impressionable. An example of impressionable would be when a camper wants to do something because the counselor does it.
2. Read from the age characteristic chart distributed at the February meeting, then check the age group for each characteristic.

Characteristic	8-10 yr. olds	11-13 yr. olds	14-17 yr. olds
Growth of hands and feet, nose and ears may be faster than arms and legs and face causing concern for appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active with boundless energy, often restless and fidgety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find justice and equality to be important issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows rules out of respect for authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefer to set own goals rather than accept those set by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare themselves to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning to use good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek acceptance and trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning to take responsibility for their own actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name-calling and teasing are methods for responding to being upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys have enormous appetites; girls tend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	to watch weight			
	Will lose patience with meaningless activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strive for independence, yet want and parent help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	These activities and special considerations are for which age groups:			
	Opportunities for:	8-10	11-13	14-17
	Completing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	More structured and adult-like activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be a part of the decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	To work in groups in cooperative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	To explore interests in collections & hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organized team games and sports where Everyone can be successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Show and value their individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interested in making and doing “real” things and using “real” tools, equipment and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Who plans our camp?			
5.	What is the role of the Adults in our camp?			
6.	What would be some negatives of teens conducting camp?			
7.	What would be the positives of teens conducting camp?			

8. From your own camping experiences, share the most fun memories and learning experiences you remember.

9. What are the three things that will make a difference at camp?

10. What is our #1 Camp Philosophy?

11. What are the 12 philosophies that were discussed and list one example of how each is accomplished at our camp.