





CARING



HONESTY



RESPECT



RESPONSIBILITY

Activity: **Camp Role Reversal**

Ages: **10-13**

Value(s): **Responsibility**

Facility and Equipment: **Wide-mouthed jar, sheet of paper, marker**

**Description:**

1. Count the number of camp staff who will participate, such as camp director, program specialists, counselors, CITs etc. Cut paper into the number of slips needed to write one name on each slip. Put all slips in the jar and mix them up.
2. Each child (equal to number of slips in the jar) draws out a name and takes on that person's responsibilities for the day. You may want the camper to shadow the real staff person, with the staff person trained and primed to allow the camper to do whatever is safe and appropriate for the child to do.
3. During lunch or some mid-day gathering of the camp community, process how the day is going from the point of view of the camper-staff person. Ask them to tell the group one responsibility that they learned about the job they are doing that they had not realized before.
4. At the end of the day, process the activity. Start with asking the camper-staff people about the most valuable learning experience of the day as to the responsibilities of the person whose job they mimicked. See if they apply that to a responsibility that a parent or guardian has that they might not have appreciated before. Ask for whom the campers might take on more responsibility for in their families or greater community.

Complements: **Abundant Assets Alliance, Member Involvement, Teen Action Agenda**



Activity: **Fax a Kind Thought to Someone**

Ages: **All**

Value(s): **Caring**

Facility and Equipment: **Access to a fax machine, paper, crayons, markers**

**Description:**

1. Campers create and fax a message of appreciation to parents, grandparents, last term's teacher, or someone else special to the campers.



Activity: **Tall Tales**

Ages: **5-13**

Value(s): **Honesty**

Facility and Equipment: **None**

**Description:**

1. Sitting in a circle, a participant tells a "tall tale." After the tale, others point out the falsehood. The first participant then loses one functional ability.
2. Continue around the circle, each telling a tall tale and losing a different functional ability. Keep going as long as the children are attentive.
3. Lesson: You hurt yourself more than others when you tell a tall tale. (Don't use the word "lie".)

Complements: **Abundant Assets Alliance**



Activity: **Start Your Own Business**

Ages: **10-13, could be older, especially teen day camp on a multi-week scale**

Value(s): **Honesty**

Facility and Equipment: **Arts and crafts supplies, play money**

**Description:**

1. Tell participants (or suggest their buy-in, if they are teens) that separately, (or in groups of two or three if the group is large), each person is going to create a pretend business. Everyone has to manufacture and sell a product to each other, using play money.
2. Discuss the concept of what a business is, and how important honesty and trust are. Include "value received": fair product for a fair price so that both the maker and the seller of the product and the buyer of the product gain something through the transaction.
3. Set a time for planning. Work with each group to come up with a good plan. It could be something they can use or consume, but it should not be too difficult or time consuming to create.
4. Set another time to manufacture a reasonable number of samples of the product. Examples include: a lemonade stand, a set of greeting cards, a simple games, a decorated fan, etc.
5. Identify the products that will be sold on a certain day and help the participants prepare to give a sales pitch and selling plan. Distribute play money each day to allow others to purchase the products.
6. Evaluate the process at the end. Let them discover how money has changed hands and see how everyone has profited. Remind them about honesty. Deal with any allegations of non-value received and talk about how honesty is a business person's (and an individual's) most important attribute if he or she wants to stay in business.

Complements: **Abundant Assets Alliance, Teen Action Agenda**



Activity: **Super Camper/Student/Child**  
Ages: **All**

Value(s): **Caring, Respect**

Facility and Equipment: **Colored or gold stars with adhesive on back**

**Description:**

1. Explain to the children that each day there will be stars given out for good behavior, helpful deeds to others, demonstrated examples of caring for another person, or whatever examples are especially appropriate to the specific program conducted.
2. Award stars to children as they exemplify one of the values.
3. Award status of Super Camper at the end of the activity period or day to those who have received a certain number of stars. This can also be a week-long project with awards given out on Friday.
4. At the end of the day or week, after Super Camper status has been conferred, discuss in small groups about what it means to be recognized not for who you are, what you wear, or who your parents are (these would vary according to age and maturity of children in group), but for what your actions were. Tell them that anyone can decide to change their behavior, if they are not proud of it, and even be recognized in the future for how they care for or show respect to others.

Complements: **Abundant Assets Alliance**



Activity: **Adopt A Pet**  
 Ages: **All**  
 Value(s): **Caring, Responsibility**  
 Facility and Equipment: **Bird, domestic animal, or fish, appropriate cage or bowl, bedding, food, etc.**

**Description:**

1. Talk to children about what it means to take care of a pet. There is a lot of work to be done. The pet needs a good home throughout its natural life cycle. (Decide in advance who will loan their pet or, if newly purchased, who will adopt the pet at the end of the program cycle.)
2. Plan for all the things that will be needed and decide together what the daily caregiver will need to do each day:
  - a. clean the cage
  - b. provide fresh water
  - c. provide food
  - d. provide special care

Draw numbers for the rotation to determine who will care for the pet each program day.
3. Bring the pet on the appropriate day. Take time to teach the children to stay back and give space to the pet as it adapts to them and its new environment. Use this as a learning day for the children, as they understand what the needs of the pet are beyond the normal housecleaning, feeding, watering, and care.
4. Start the rotation and take time each day for the appropriate child to have time alone with the pet under the supervision of a knowledgeable staff member. At the end of the day, allow the child to tell the group about something the child learned about this particular pet, or something that pet would want to say about its needs and care if it could talk.
5. Consider keeping a chart where each child's name would appear for their care day and where they would mark off each required care aspect done. Leave space for writing in one special comment or discovery about that pet on their day.
6. If program activity continuity is broken by weekends, arrange for someone to adopt the pet over the weekend. Provide the child with portable items needed for the animal's care.
7. At the end of the defined activity period (number of weeks), return the pet to its original owner or give it to the person who will keep and care for it permanently. Process with the children about the responsibility of caring for that particular pet and how these learnings apply to other pets they might currently or eventually have in their own homes. Stress that they should always think as the pet would think about what it needs for its own best care and happy life, and the responsibility we accept for its care when we adopt it.



Activity: **Buddy System**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **None**

**Description:**

1. Each day (or week, if a multi-week program, and depending on the age, attention span, and interest level of the participants), a child will be the buddy with someone else for the day.
2. With a reason presented as to why pairings are selected, (same or different genders, same or different social patterns, compatible or incompatible characteristics of buddies, or a drawing), explain some ways that buddies watch out for each other. Explain what they do for each other and share with each other. Help participants develop a plan together for the day or week.
3. Provide planned time (snack, meal, crafts, reading, game times) for buddies to be together and, if appropriate, some flexible time when they could choose to do something together.
4. If staff members are available, assign them to monitor each couple and intervene and process at appropriate times. Staff members should reinforce something positive that one buddy did for the other or help work through some or problem or disagreement that might develop.
5. At the end of the set time for sharing the buddy, process what has been learned. Ask questions like:
  - a. "What is something you have to give up for yourself in order to give something to your buddy?"
  - b. "How did you feel when your buddy did something for you?"
  - c. "How did you feel when you did something that your buddy appreciated or liked?" (Allow time for sharing and processing.)

Complements: **Abundant Assets Alliance, Diversity Initiative, Member Involvement**



Activity: **Garden Project**

Ages: **All**

Value(s): **Caring, Responsibility**

Facility and Equipment: **Space for planting, garden tools, seeds or plants**

**Description:**

1. Consider the length of time for your program and decide which seeds and plants are appropriate to working the soil, planting, growing, weeding, watering and nurturing, so that the final product occurs within the framework of the program's length. It is fine for different campers to each have responsibility for different aspects of the ongoing project, but each camper should get a chance to learn what the others will do (or did) before them. If you have an all-season child care program or day camp (like a spring growing season in a warm climate, or summer in a four-season climate), for which some campers will be present the whole time, they can be part of the entire planting/growing/harvesting cycle of vegetables or flowers.
2. Assign staff members who enjoy gardening to monitor this activity. Each group [with its own leader(s)] can have a different part of the garden, or species, to care for.
3. Process as you go along. One species might do better than another. Why? How do growing seasons differ? What outside forces affected a particular type of plant? What could be done differently another time?
4. Plan how the produce will be consumed. So that no one camper group gets to consume all of the produce, perhaps it could be decided to present the produce of the garden to an adult retirement community. Consider members of retired groups as volunteer leaders for this program.

Complements: **Activate America, Member Involvement**



Activity: **Recycling Project**  
 Ages: **All**  
 Value(s): **Caring, Respect, Responsibility**  
 Facility and Equipment: **Trash bags, containers**

**Description:**

1. First check to see how recycling collection centers in your community want to receive items acceptable for recycling. Assemble appropriate collection materials at your site.
2. Provide named receptacles for such items as: plastics, aluminum cans, glass, paper and cardboard, food waste in places where it can be utilized properly, and any other items likely to be present in your program.
3. Before you decide on the date to begin the project, decide whether to begin the lesson in one large group or in smaller groups, each headed by a leader. Write and print the lesson plan(s) and train the appropriate leaders in what to say and how to follow through. Think of such items as: Why do we recycle? What happens if we do not recycle? What does recycling tell us about respecting the earth? How do we deal with people we observe who do not care enough for their part of our community to recycle themselves, who leave the trash out that we collect? Introduce the concept of "Think globally, act locally." Get as sophisticated as the group of children is capable of handling.
4. If lunches are brought and consumed at the site, have the children wash any containers to remove food waste, then place the items to be recycled into the appropriate containers.
5. Provide plastic bags if time will be spent daily (or periodically) to go through a previously defined area of your community to pick up trash and collect recyclable items. Think of individual and group safety needed and write a special risk management plan for this activity. Train the leaders before the departure and at any subsequent time when an aspect of the safety plan needs reinforcement.
6. Process the activity each time it is completed. Talk about whether trash pickup has been done in your community, how much trash is collected compared to a larger community, a city, a state, our country, etc. Process the learning of on-site collection of recyclables at the end of each week. Teach a lesson on how much a relatively small group can collect in a short time compared to how much is potentially collected in the greater community. Discuss what would happen if the campers had not accepted this responsibility and how they can apply these lessons at home with their own family groups and other groups they interact with.
7. If collected recyclables provide any profits, donate them to a needy family, community homeless group, or shelter for battered women or children. Let the group choose.

Complements: **Abundant Assets Alliance, Strong Communities Agenda**



Activity: **Intergeneration Communication Project**

Ages: **All**

Value(s): **Caring, Respect**

Facility and Equipment: **Materials and equipment for art projects**

### **Description:**

1. Contact an area retirement home or nursing home for people who must be cared for on a regular basis. Arrange a time when your campers can go to the facility to entertain and visit the residents and present small gifts that they have made.
2. Tell the children about the upcoming event (perhaps it is weekly for groups that change every week). Explain how all of us need to take responsibility for the people in our community who can no longer take care of themselves. Tell them there are some things that we can do to make their lives happier. Wherever practical, let the children suggest ideas. Help the children relate to the aspect of caring; how we all like to be cared for by someone else. Translate this to people who can no longer care for themselves.
3. Depending on the age level of the children, plan art projects appropriate for their level. Construct the projects and have each child clearly sign his or her name clearly. If this is a teenage day camp, perhaps this could be a weekly activity for part of a day. The teens might: read to an individual resident (from something the teen prepares or something the resident wants read to them), prepare a short concert of songs, prepare a series of carefully rehearsed skits, or prepare a magic show. Get permission from the care facility to throw a party and bring appropriate snacks, decorations, favors, and hats. If appropriate, prepare a short devotional to include in the event or take along the group's pet. (Clear this in advance with management, as you would any aspect of the visit.)
4. The more times you visit a residential facility or senior citizen center, the more opportunity there is to build relationships. Make sure children understand the expectancy they will create in the residents who will look forward to seeing "their children" each week. Do not let down the residents by failing to show up; care for and respect them enough to follow through with your responsibility. For older children and teens who might develop a relationship with particular residents, help them facilitate individual visits or find other ways to volunteer in an ongoing basis. Introduce the concept of volunteerism, even to younger children. Let CITs/LITs relate to younger children some of the highlights of their separate visits to residential homes or senior centers.

Complements: **Abundant Assets Alliance, Strong Communities Agenda, Teen Action Agenda**



Activity: **Friendship T-shirt**

Ages: **All**

Value(s): **Caring, Respect**

Facility and Equipment: **Blank T-shirts, fabric paints, brushes**

**Description:**

1. Purchase one T-shirt per child, in the appropriate size for the recipient. Assemble fabric paints and brushes, paint smocks for children to wear, and newspaper under the area where painting will occur.
2. Help each child create a design with a pencil on a blank piece of paper, making any changes or corrections on that form. Then use it as a sketch for doing the final painted design on the shirt.
3. The shirt can be for anyone the child especially cares about and respects. Make sure children make the transfer of the character development concept to the gift.





Activity: **Camp "ER"**

Ages: **10-16**

Value(s): **Caring, Responsibility**

Facility and Equipment: **First aid supplies such as band aids, triangle bandages, splints, material strips, pool and other safety equipment**

**Description:**

1. Consistent with associations risk management manager's approval and standard First Aid and safety training, children learn basic First Aid (i.e., choking, broken bones, burns, pool safety concepts, and how to respond in an emergency).
2. Without traumatizing the children, it could be good to tie-in to local conditions for a potential serious weather-related occurrence, such as a hurricane, flood, or tornado. Or you could deal with the aftermath of an earthquake or other natural or manmade disaster, such as an explosion from a broken gas main.
3. Include how to call emergency authorities and teach the children as to when they should call. Instruct them to stand back so that better-trained adults can handle the emergency situation.
4. The most important part of this training is preparing children to deal more calmly and efficiently with a sudden injury to themselves or others. Remind them to remember observed facts and get help as soon as possible, while doing what it is appropriate on the scene before other help arrives.



Activity: **Value Tree**

Ages: **5-8**

Value(s): **Caring, Respect, Responsibility**

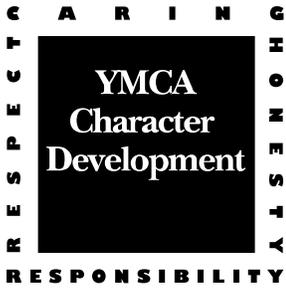
Facility and Equipment: **Butcher paper, construction paper, contact paper**

**Description:**

1. While several different “acts” could be used for the end result, this activity works well for learning to care for, respect, and take responsibility for the greater environment in which the children live.
2. Each time a child performs an act that shows care and respect for the environment, or does something responsible to protect or improve an aspect of it, he or she should create a leaf with his or her name on it and place it on the “value tree.”
3. When the tree is full of leaves, or at the end of a day or session, everyone wins!

Complements: **Abundant Assets Alliance**





Activity: **Values Career Day**

Ages: **6-10**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Construction paper, crayons, glue, scissors**

**Description:**

1. Participants will create a hat that relates to a career pertaining to one or more of the four values. Examples include: a nurse's cap for caring, firefighter's hat for responsibility, and a camp director's sun hat for all of the values.
2. Have children share with their groups what each hat stands for and why they chose it.



Activity: **Group Logo**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **General arts and crafts supplies**

**Description:**

1. Each subdivided group will design and create a logo for the group. The logo will incorporate all four values.
2. Each child in each group will have input, each one making and wearing a copy of the group's logo, if practical.
3. The groups can share what their logo means with the other groups, if appropriate.



Activity: **International Festival around Olympics Theme**

Ages: **All**

Value(s): **Respect**

Facility and Equipment: **Flags, music, clothes, food, materials from International Division, game equipment, prizes**

**Description:**

1. As a further development of Theme Week and Family Tree, discuss with the children and leaders about what an International Day, or Olympic Festival, might include. Have your parameters set in advance, with staff assigned to the countries they will help to lead and represent.
2. Let the children choose a country they want to help represent (don't let them choose a country from which they share part of their heritage). Have them meet with the counselors and staff members they will work with to begin planning.
3. Prepare for the Festival each day. Each "country group" should design and create a similar-sized flag. Costumes can be made to wear during the Parade of Nations that begins and ends the Festival.
4. Invite parents, grandparents, and adult members of the community who are from the different countries that are participating in the Festival/Olympics to march with the children in the parade.
5. Ask volunteers to prepare a sampling of representative foods for the special occasion, from a mid-day snack to a full lunch meal.
6. Award prizes in a way so that everyone feels like a winner.
7. Have a concluding ceremony that celebrates diversity, cooperation, caring, respect, and responsibility. Have the children talk about what it felt like to be a member of a different ethnic heritage group.

Complements: **International Involvement**



Activity: **International Understanding**

Ages: **All**

Value(s): **Respect**

Facility and Equipment: **Various, depending on what is done; contact YMCA of the USA International Department for materials and ideas at 800-872-9622. Have a day a week throughout the program's length, an international week theme, perhaps a YMCA World Service Carnival.**

**Description:**

1. Use an international map of countries to locate all 130 countries where YMCAs are located. Use encyclopedias and other sources (embassies, consulates, and national travel offices in major cities) to get material as well as the International Department.
2. Have an International Camp Counselor Program (ICCP) counselor for the season from another country or, depending on how large the program is, more than one (never more than 10 percent of the total staff).
3. Have a special International Theme Week with food, costumes, games, crafts, and members from your community from different countries to speak and be guests.
4. Have a World Service Carnival at the end of the week or on a weekend, inviting parents and other community guests. Charge a small amount at each game booth with proceeds going to a YMCA World Service project in a particular country you profile.

Complements: **International Involvement**



Activity: **Theme Week of Family Tree**

Ages: **7-13**

Value(s): **Respect**

Facility and Equipment: **Comfortable place to sit and talk**

**Description:**

1. Gather children in small group circles with a leader/counselor and assistant.
2. Say "Today we will talk about respect for each other's heritage. Does anyone know what 'respect' means?" (Allow time for responses.) "Next, who can tell me what 'heritage' means?" (allow time for children to name their own heritages after one of them has defined the word correctly.)
3. Tell the children that in a democracy (have it defined, if need be) like the United States of America, it is important for everyone to understand and respect different heritages. Ask for ways we can demonstrate respect for others heritages, (allow time for discussion) Ask for some examples of how respect is not shown. (Allow time for discussion.)
4. Use the remaining days of the week, divided by the number of children and leaders in the group, to assign an equal number of group participants to take a few minutes each day to share a few particulars about their own heritages. If several children are of the same heritage, ask them each to share different aspects.
5. On the last day of the week, summarize what the group has discovered. Ask them what they have learned from the sharing about respecting others campers' heritages. (Allow time for discussion.)
6. Option: If it's not too complicated, and if parents or guardians approve, have each child bring one item that represents a particular heritage.

Complements: **Diversity Initiative, International Involvement**



Activity: **Start a Museum**

Ages: **7-13**

Value(s): **Responsibility**

Facility and Equipment: **Artifacts found within the camp area, arts and crafts supplies**

**Description:**

1. Participants accumulate interesting samples (not live) of leaves, rocks, and anything equated in the community as interesting history. Use imagination of staff and participants.
2. Use colored paper and bright crayons or non-toxic markers to make signs and tell stories.
3. The museum can be in a permanent place, or it could be mobile to allow participants to take it to AOA groups or to show at retirement homes in the community.
4. Modest admission (contribution) could be charged to raise money for a community project.



Activity: **Conservation Service Project**

Ages: **11-13**

Value(s): **Responsibility**

Facility and Equipment: **Plants for erosion control, wood for steps, tools**

**Description:**

1. If projects are on YMCA owned land, then the person to work with would be the responsible property manager. If projects are on non-YMCA land, then the person in charge would need to be sought out and worked with to make sure that the particular projects were welcomed and that anything not completed in the allotted time for campers would be finished by others.
2. Use responsible staff or properly recruited and trained volunteers as project leaders. Plan the event, assemble all tools and materials, and set the date for the service project work.
3. Arrange for pictures to be taken and a story to be written about the service project for a later YMCA newsletter coverage and/or the community newspaper.
4. Process the experience with the group(s) after the project is completed. What did they learn that could be applied the next time? What are other areas for community service projects?

Complements: **Abundant Assets Alliance, Teen Action Agenda**





Activity: **Values Garden**

Ages: **9-13**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Top soil, appropriate seeds, fertilizer, water, planters**

**Description:**

1. Plant a garden outside, or put pots in a sunny window inside, with four rows of different plants that will produce appropriate flowers or vegetables representing the color of one of the four values.
2. Children tend to the growing plants throughout the growing season watching their growth.
3. When flowers bloom, or vegetables are ready to be harvested, have the children take home a bouquet or sample the delicious raw, cleaned vegetables.
4. Lesson: The four values, represented by the flowers or vegetables they helped to cultivate and harvest, will stay with them throughout their lives.



Activity: **Group Kites Representing Four Values**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Kites, red, blue, yellow, and green bows**

**Description:**

1. Each group has at least one kite. As each group member manifests one of the four values, as recognized and pointed out by another member of the group or the leader, that child gets to sign his or her name on an appropriately colored bow and attach it to the appropriate kite.
2. Lesson: Values, openly practiced throughout life, add for a colorful and uplifting life experience for all who are affected.



Activity: **Adopt A Spot**

Ages: **All**

Value(s): **Caring, Respect, Responsibility**

Facility and Equipment: **Signs, trash collection bags, recyclables, containers**

**Description:**

1. Similar to Adopt A Highway, this activity is to adopt a spot in a building or a campsite allows each group to care for and accept the responsibility for maintaining a particular area of the group's daily environment.
2. If appropriate for a building-centered program, the groups might adopt an area street or parking lot and periodically clean the area, under careful supervision and safety standards, of course.
3. Lesson: We all profit from our sharing in the upkeep of areas in our community environment.

Complements: **Abundant Assets Alliance, Teen Action Agenda**



Activity: **Water Trust Games**

Ages: **5-10**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Swimming pool**

**Description:**

1. Do group experiences in the water, such as a reaching chain, to help children learn caring for others, honesty through trust and confidence in others, respect for others, and our responsibility for the safety and well-being for others.
2. This adds to safety in, respect for, and confidence around water.

Complements: **Abundant Assets Alliance**



Activity: **Swap Group Clean-up**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Anything normally used for clean-up**

**Description:**

1. Groups switch play or group meeting spaces and clean up for another group.
2. When completed, the group could leave a special message, or a poem written for the other group...something creative and pleasing to show caring, respect, etc.

Complements: **Abundant Assets Alliance, Member Involvement**



Activity: **Archery**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Targets, bows, arrows**

**Description:**

1. This is a reinforcement exercise. Allow the black colored area on target to represent the color green, for responsibility. Red, blue, and yellow areas represent the other values.
2. Have children try to shoot the arrow into a particular value's color circle.
3. Process in any way you decide appropriate.



Activity: **Storytelling**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Books**

**Description:**

1. Have weekly storytelling sessions with discussion after the stories focusing on these questions: What was the moral of the story? What is the position of the people in the story as to the moral(s) presented? What has happened to you this week that is similar? Did you learn anything from the story that could have helped you to act differently?
2. Or, create your own stories with characters and situations that would illustrate something similar to things that have happened in camp or real life in your particular community that the children would recognize. Raise pertinent questions that would emphasize one or more of the four values.

Complements: **Abundant Assets Alliance**



Activity: **Trust Walk**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility.**

Facility and Equipment: **Blindfolds, Obstacles—chairs, tables, trees, anything that can be walked around, over, or under. Wooded trails work great.**

**Descriptions:**

1. Blindfold someone and ask another person to guide him or her through a course.
2. Special Staff Instructions: Set up an obstacle course and conceal it from children until the activity begins. Pair participants and blindfold one partner. The “sighted” child leads his or her partner through the course, making sure safety is the number one priority.
3. Results are Achieved When: Kids use good communication skills to develop trust and finish the course.

Complements: **Abundant Assets Alliance, Diversity Initiative**



Activity: **Family Role Play Using Traditional Size of Four**

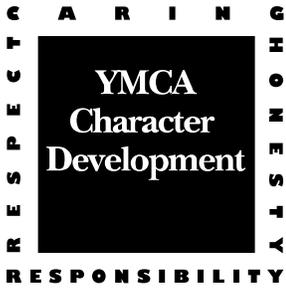
Ages: **8-13**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Nothing special, unless the program has a collection of costumes and props to use**

**Description:**

1. Groups of children will act out a family role play.
2. Five minutes will be allocated for each group to create the situation, then present the action to the other groups.
3. Each situation could be told to demonstrate one or more of the four values, depending on the groups. Leaders can tailor the activity to local conditions.



Activity: **The Good Fisherman**

Ages: **7 and under**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Fishing poles, red, blue, yellow, and green paper fish, backdrop (for counselor to hide behind)**

**Description:**

1. The counselor hides behind the backdrop.
2. A child throws the line of a fishing pole over the backdrop.
3. The counselor hooks on a fish that is one of the four value colors.
4. The child reels in the fish, sees the color, states the value it goes with, and then says something about that value.



Activity: **Handicrafts**

Ages: **All**

Value(s): **Caring, Respect, Responsibility**

Facility and Equipment: **Colorful materials for whatever craft projects are made, especially red, blue, yellow, and green**

**Description:**

1. Make crafts through the regular program. Use four value colors wherever possible.
2. Distribute completed projects to places where they would be appreciated, such as hospitals, full-care facilities, day care centers for adults, etc. Have the project maker attach a tag describing one or more values that the craft project represents.
3. Continue this activity through the school year in the local Y.

Complements: **Abundant Assets Alliance**



Activity: **Partnership with Active Older Adults**

Ages: **7-8**

Value(s): **Caring, Respect**

Facility and Equipment: **None**

**Description:**

1. AOAs volunteer to spend time with groups (more than one per group, depending on the size of the group).
2. AOAs participate in and lead activities such as arts and crafts and field trips.
3. Children should be made aware of needs the AOAs might have and of the respect and appreciation that should be shown to them. Otherwise, don't treat the AOAs differently from any other volunteers, or they will be offended.

Complements: **Abundant Assets Alliance, Member Involvement**



Activity: **Mentoring**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **None**

**Description:**

1. Older kids plan, implement, and evaluate an activity for younger kids. If you are able to pair the same kids, older and younger, at another time or several times over the course of a particular program's multiple sessions, it is better for continuity and establishment of positive role modeling.
2. Impress on the older kids how the younger kids will tend to idolize them. They cannot be expected to be more than they are, but they need to understand the importance of modeling the four values whenever possible.

Complements: **Abundant Assets Alliance, Member Involvement, Teen Action Agenda**



Activity: **Y Values Hero**

Ages: **5-13**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Polaroid camera, film, badges**

**Description:**

1. This activity recognizes campers in your program who demonstrate positive character-building traits in a day.
2. Take the appropriate photos, mark the white space with their name and character trait demonstrated, and post them on the values board.
3. Each child pictured receives a badge to wear that identifies the value trait(s) they exhibited.





Activity: **Pen Pals**

Ages: **All**

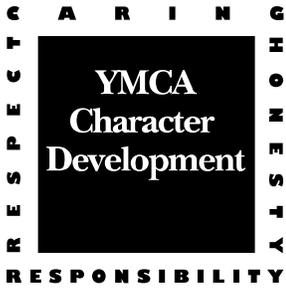
Value(s): **Caring, Responsibility**

Facility and Equipment: **Paper, pens, envelopes, stamps, pen pal contacts**

**Description:**

1. Pair up with a known entity locally, with another Y nationally, or children in another country's Y program. (Contact the International Department at 800-872-9622 if a referral is needed.)
2. This activity teaches age appropriate communication between young people.

Complements: **International Involvement**



Activity: **Character Value Locations**

Ages: **All**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **Signs, locations**

**Description:**

1. Label various parts of the camp or program area (in appropriate value colors) as follows:
  - a. The Caring Place: where groups meet
  - b. The Honesty Field: where games are played
  - c. The Respect Store: camp store
  - d. The Responsibility Center: check in/check out place



Activity: **Opening/Closing**

Ages: **5-13**

Value(s): **Caring, Honesty, Respect, Responsibility**

Facility and Equipment: **American flag, sound system, music, leader, something representative of the day's value emphasis**

**Description:**

1. During morning and afternoon high-energy times, have a planned all-group activity that includes emphasis on that day's particular value at the start of the day, and a review of all values-to-date for that session at the end of the day.



Activity: **Camp Store Management**

Ages: **5-13**

Value(s): **Caring, Honesty, Respect, Responsibility**

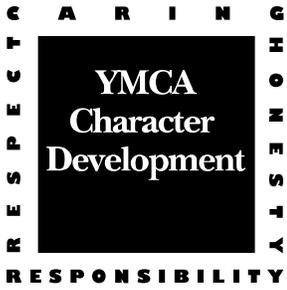
Facility and Equipment: **Camp store with supplies**

**Description:**

1. The counselor who is in charge of the store conducts a session for each respective group, covering what goes on during store management, stressing the four values and how they relate to the success of the operation.
2. On a day when the role reversal activity is done, let campers who are helping to run the store experience each of the four values in their work at the store.

Complements: **Abundant Assets Alliance, Teen Action Agenda**





Activity: **Power Points (games)**

Ages: **5-12**

Value(s): **Caring, Respect**

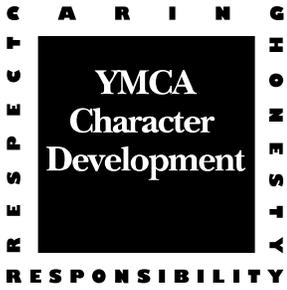
Facility and Equipment: **Score sheet, pencil**

**Description:**

1. Points are awarded for demonstration of caring and respect during games.







Activity: **Creating Games**

Ages: **8-13**

Value(s): **Caring, Responsibility**

Facility and Equipment: **Props**

**Description:**

1. 8- to 13-year-olds design and produce games for 5- to 7-year-old participants.



Activity: **Mock Trial**

Ages: **10-12 or 13-16, separate levels for each**

Value(s): **Respect, Responsibility**

Facility and Equipment: **Depending on how lifelike you want to make it, you could ask and experienced attorney or a sitting judge to counsel the group holding the mock trial. You may want to design and create a simulated courtroom.**

**Description:**

1. Youth learn about a real court of law and reasons why youth in their community are tried both as juveniles and, for serious crimes, adults.
2. Design a fictitious courtroom trial scenario and assign parts (for 10-12 yr olds). Let 13-16 yr olds participate in choosing the parts they will play
3. Produce the mock trial for the group and the parents or interested community citizens.

Complements: **Abundant Assets Alliance, Teen Action Agenda**



Activity: **Special Needs Program: Basketball**

Ages: **5-12**

Value(s): **Caring, Respect, Responsibility**

Facility and Equipment: **10 wheelchairs**

**Description:**

1. Five campers on each team are in wheelchairs, each has a full-time aide.
2. Play a defined length game, divided into quarters and halves. One partner plays the first quarter of the game in the wheelchair, while the other assists (make up appropriate rules for playing surface and locality). Only the person in the wheelchair can shoot a basket.
3. At the end of each quarter, partners switch, allowing each to play half the game as a wheelchair bound person would, and half to assist.
4. Process the learning situation. Consider playing other special needs games, such as one person being blindfolded or one person being deaf. Always treat the special needs person with respect, never any put-downs or disrespectful play-acting about a special needs person's condition.

Complements: **Abundant Assets Alliance, Diversity Initiative**



Activity: **Greeters**

Ages: **All**

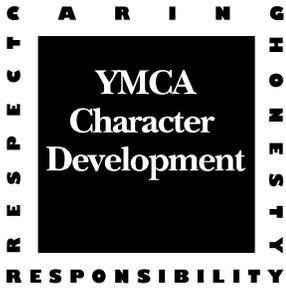
Value(s): **Caring, Responsibility**

Facility and Equipment: **None**

**Description:**

1. Participants act as greeters and ambassadors for special YMCA events to welcome members, parents, and other participants.
2. If there are a series of ongoing events, each participant has a chance to be the greeter for a particular event.

Complements: **Member Involvement**



Activity: **Thought Jar**

Ages: **All**

Value(s): **Caring, Responsibility**

Facility and Equipment: **Note paper, pen or pencil attached by a long string to a large jar**

**Description:**

1. Campers write down ideas for devotions, daily passwords, and constructive activities, all around the themes of the four character values.



Activity: **Referee a Game**

Ages: **10-12**

Value(s): **Honesty, Responsibility**

Facility and Equipment: **Black and white referee shirt, clipboard, whistle**

**Description:**

1. Give children the opportunity to referee a game, with a chance to make an honest mistake
2. A responsible staff member should be in attendance for the full game to lend support to the referee for that game, to help settle any disputes that might arise, and to process the experience with the child referee. Point out how hard it is to see everything and always make fair calls. Talk about the idea that even officials make mistakes at times, no matter how hard they try. So it is all right for children to make mistakes as long as they admit to them, correct anything that needs correcting, and try not to make the same mistake again.

Complements: **Activate America**