

How to Present “Delivering the Goods”

9 B

The Big Picture

You review with staff the contents of a handout that explains the mission of camp. Staff do a WIBYT (Chapter 2) to identify the specific changes—the “Goods” or good things—they want to see in their campers. They do further work to figure out what positive things campers say and do that are signs that these Goods have been delivered (taught and learned). They then do T³ timed turn-taking (Chapter 2) in small groups to discuss their ideas with fellow staff. This is followed by a large group discussion with everyone.

What They Learn in this Activity

- the mission of camp—why we’re here (people development: we’re here to change people to give them better and stronger skills for success in life)
- how the mission relates to fun (we’ll have fun; but that’s not the *mission*; fun is what it feels like as we accomplish the mission)
- the changes we want to produce in our campers are what we call the “Goods”
- there are three ways to “deliver the Goods”—modeling them ourselves, praising the Goods when we see them to show that they are valued, and using our program as a tool to give campers an opportunity to develop and practice the Goods
- staff are presented examples of each of these three methods
- to deliver the Goods we need to be specific; it’s not enough, for example, to say we want more of the Goods “responsibility” and “confidence;”

we need to know exactly what those words really mean by defining what campers do and say when they have learned these Goods

- staff practice identifying what they want campers to do and say

When to Present It

You do this in the first 60 minutes of SD1. Remember, staff will perceive that the things we talk about first are among the most important. And nothing is more important at an Intentional Camp than figuring out what we are doing here. We begin with our goals and then spend the rest of SD1 working on how to get there.

What You’ll Need

The only required materials are copies of the handout that appears in Part A of this chapter. If you decide to use the creative presentation option described below, you’ll want to have a few costume pieces and props, as I’ll explain soon.

How to Do the Activity

1. Pass out the handout face down.
2. Ask them to turn their sheets face up. Read to them as they follow along.
3. When you complete the second paragraph, have them repeat what you say to imbed this important point more deeply. Say, “So please repeat after me: Fun is not the mission. (pause) Fun is what it *feels like* as we accomplish the mission. (Pause)”
4. Continue with the material on the handout, embellishing or elaborating with your own ideas as you read it.
5. At the bottom of the first side, you’ll identify three ways to deliver the Goods. To make this section clear, I suggest you now give staff an example of one of the Goods. One effective example is, “Being calm when solving problems and when handling stress.” Say to staff, “Sometimes when we ship a package we have to declare the value of the goods inside. Let’s declare the value of this type of Goods—staying calm. What’s the real value of this? Why do you think it’s important to teach campers how to keep calm when they are solving problems or when things start to go wrong?” Get a few ideas from staff.
6. Now you will give them some things to write on their handouts as you explain the three methods of delivering the Goods, using the Good of

As your helpers begin to pass the sheets out, say to everyone, “Please keep your sheets face down. Would you please say those last two words together with me—FACE DOWN. Thank you.” When you get staff to repeat the two words it greatly increases the chance that they will remember and follow this direction. I usually remind them once again about twenty seconds later—always, of course, saying “Face down *please*.”

"staying calm" as your example.

- **For the first method, "modeling,"** begin by asking staff, "We've all heard that young people learn a lot from watching us. But why do people believe this works so well? Why do we want campers to watch us being calm when we're under pressure? What makes that a smart way to teach them to do this themselves? Why can't we just tell them how to do it?"

Use follow-up questions and the devil's advocate technique (the "What if someone said..." formulation) in leading this brief discussion. For example, if a staff person says, "It's important because kids are under a lot of stress today..." ask something like, "OK, right, but why is being calm about it so valuable? What isn't a good idea to let out your frustration and just yell and scream instead of acting so calmly? What would you say about that?"

Here you are asking staff to think about and discover for themselves why modeling is a powerful tool, and the answers include:

- Demonstration is more effective than lecturing because when we actually see something done we can copy it faster and more easily than if someone just describes it to us abstractly. It's like the game where someone tries to have you duplicate a doodle or drawing that you haven't seen, but they can only use words and not gestures to tell you how to move your pen. When we see things happen right in front of our eyes and ears in "real time" it makes it easier to learn and copy.
- When we lecture people about what they should do, they may or may not believe us when we say it works. But when they see us actually do it ourselves and it gets good results, they have actual evidence that this is an effective thing to do.
- A key advantage to teaching people by our own example is that it avoids the common problem of trying to teach others by correcting their mistakes. For example, when a camper is very upset and starts yelling and stomping and throwing things, we will tell the camper that she or he should stop this. We will try to teach them calmer ways of acting. But when campers have been caught doing something incorrectly, at that moment they will often become anxious, embarrassed, defensive, and fearful of further criticism. All four of those emotions can be barriers to learning. On the contrary, when campers can just watch other people doing something correctly, they can learn without it having to reflect badly on them.

Complete your explanation of this first method by giving examples of what we could do to model calmness under pressure.

These could include:

- saying things like "Oops" when we make mistakes ourselves
- telling our emotions out loud, but in a calm voice at regular volume, such as "This is really upsetting me..." or "I am very disappointed/angry about this..." or "This is driving me crazy..."

- **The second method we use to deliver the Goods is "positive communication."** In the example we used above, we praise campers when we see them speaking and acting in calm ways. Praise is effective when it provides feedback to campers about what works. So we can say things like:

- "You're upset but you're keeping your voice down. That's being calm. I know that's hard to do when you're so mad. Thank you—good work."
- "You just said that you'd try doing this again. That's a great example of how to deal with things when they're going wrong. Way to go..."

These discussions develop what I call AOP—awareness of process. The indispensable technique of stopping activities to allow AOP discussions and exactly how to lead these discussions is explained in detail in *Learning Leadership*, Chapter 12. The book also describes games that teach important life skills by discovery: in particular, regarding calmness, please see the game called "Panic" at page 218, which is also great to demonstrate to staff during the "Delivering the Goods" activity.

- **Finally, the third method is "learning by discovery."** Ask staff, "Which is the better way to learn something—if someone tells you how to do it or if they guide you to figure it out yourself?" Follow up by asking them to explain *why* this is better. Please note to staff that this method isn't the same as saying, "You're smart. You figure it out..." and then walking away. Young people need a coach or mentor to guide them and help them judge what works and what does not work. Learning by discovery does not mean "learning alone." As an example, you can explain (or even better, demonstrate) to staff a game or other activity that gives campers practice in being calm.

One that I like to use is a relay race in which participants carry a cup full of water and carry it over a distance without spilling it. The pressure of time and competition can increase anxiety and cause shaky hands and splattered water. It's productive to stop the race after a few people have sloshed their water all over the place and sit down with the campers (or staff, in an SDI demonstration) to talk briefly about what works and what doesn't. For example, if we say things to ourselves like "You're gonna spill everything!" and "You loser, hurry up, you're so slow, everyone's gonna yell at you..." these negative statements

and self-put-downs can get us so upset and distracted that failure is assured. On the contrary, if our self-communication includes things like, “Take it easy, better to go slow and steady, you’re doing it, you’re doing it, you’re half way there...” then these calm and helpful instructions make success more likely.

7. Now you’ll have staff follow the instructions on the second side of the handout for making the Goods chart. Each of them will do this as a WIBYT (Chapter 2) for about two or three minutes. Tell them that they can work on one example of Goods that they believe is important or they can work on more than one. First, go through the example of “self-confidence” that appears on the sheet so they begin to get the idea of how to be specific in describing desired qualities. Being specific can be hard for many people, even for experienced professionals, so please be patient with them. It’s very important that they get better at knowing what they want campers to say and do because these things are the actual results that we seek from their work.
8. After the WIBYT you can have them work in a group of three doing a T3 timed turned-taking (Chapter 2) of about a minute each in which they can talk about what they want to teach campers to do and say.
9. Follow this with a large group discussion in which you write down some of the Goods and the “do’s” and “say’s” on the flip chart so that everyone will be surrounded with the specific targets that we want to hit.
10. This summary period is an excellent time to communicate with staff two or three priority Goods that you most want them to work on this year when the campers arrive. Ask staff for examples of what we want campers to do or say that will help us to teach these particular Goods using the three methods described on the handout. And please remind them that being specific will also help us measure whether these Goods have been delivered.

Delivering the “Delivering the Goods” Activity with Creativity

Secretly plan to have someone interrupt you during one of the opening segments of your first training session in SD1.

This person is wearing the clothes of a delivery person. The person can wheel or carry in a very “heavy” box with a large question mark on the outside. She or he consults a clipboard and says, “Excuse me, I’ve got a delivery here for...” and says either your name or the name of someone else who you want to come up front and be involved in this short skit. The package is

This activity and discussion process directly involves staff in setting the goals for camp. For detail on why this is important and more ways to get it done, please see *TTS1*, Chapter 5.

signed for and the delivery person exits. You, of course, wonder what’s in the box and you note there is no evidence of the sender’s identity. You remark about how creative some of the parents are getting in figuring out ways of getting their children to camp. This will get a laugh. Express your nervousness that there do not appear to be any air holes.... This, you can only hope, will get another laugh. If it doesn’t, move up the timing on your planned session on risk management.

Now you and some helpers open the box and inside is found another, smaller box. As you may have guessed, inside that second box is a third one of even smaller size, and this continues until you get to a final box in which the pile of copies of the “Delivering the Goods” handout is found. Say, “I hope this helps us figure out what we’re looking for here...” Indeed, it will. We’re looking to identify the specific “Goods” that represent the changes we want to see in our campers, and this provides the transition you need to begin the “Delivering the Goods” activity.

Introducing You to a Bonus

We don’t want to begin our first session of SD1 with the often boring introductions of new people. That’s not what is most important in these first few moments—presentation of goals should be our focus. So the nice thing about having the big mystery box delivered at the outset of this activity is that you can creatively use the unwrapping of the box as a way to introduce some of the new people in a more logical and meaningful way.

For example, as you open the first box, you can say, “I’m going to ask for help with this. One of the handiest people at camp is also one of our newest. Her name is JoAnne Ferber. She has just finished her Junior year at the University of Illinois majoring in art education, and JoAnne is going to act as our new assistant leader of arts and crafts this year. JoAnne, could you please come up here and give me a hand with this? Thanks—let’s welcome JoAnne by saying, ‘Welcome, JoAnne!’”

You can tip off JoAnne that this is coming and make completely clear to her that she won’t have to say a word when she comes up. She’ll only have to help you open the flap of a large cardboard box and then go back to her seat—total time commitment about eight seconds. I like that staff will be introduced to her as they watch her participate in a helpful way.

Then as the second box appears, you pronounce this a mystery and say that another new person this year is a master at unlocking the mysteries of nature, leading to your introduction of Steve, the new Outdoor Adventures leader....

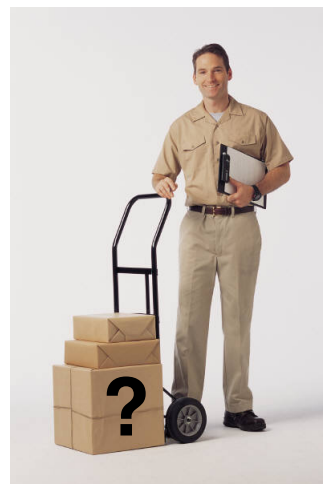
As noted earlier in Chapter 6, “Turbo Talk Show,” people are less anxious if they have a simple task to do with their hands. How much calmer this is for JoAnne than having to stand up and introduce herself to everyone, not knowing what to do with her nervous hands and feet and which way she should face and whether she should wave or say “Hi” or keep her mouth shut or...

Delivering the “Goods”

Michael Brandwein

Camp is about having fun. It’s about making friends and creating memories that will last a lifetime.

And yet all of this great stuff is not why we’re here. These valuable things are what it *feels* like as we accomplish the real mission of camp.



Our mission at camp is to help campers develop into even better people. That means we’re in the change business. **We’re here to change people in positive ways.** We’re here to use the camp experience to help people develop strong, healthy skills that will help them be successful and happy, maintain positive relationships with others, set and reach satisfying goals, and more.

We’re here to deliver the “goods.” We use the word “goods” in two ways.

- First, the “goods” are our end product. In other words, what do you want to have delivered to campers as a result of our work with them at camp? What are the specific positive changes we want to occur? What do we want them to say and do that they weren’t saying and doing when they first arrived?
- But the second way we use “goods” is to mean that these changes are, literally, “good” things. They are good skills that help campers reach their full potential as people.

To accomplish our mission, we ask these important questions:

- 1. What are the “goods”—the great life skills—that we want them to receive?**
- 2. How do we “deliver”—get the campers to learn—these skills?**
- 3. How do we “confirm delivery?”** How do we measure whether we’ve been successful in teaching the goods? What does success look like?

Question two, the “How do we deliver?” question, is exactly why we’re here in our staff development sessions. We’re going to study and practice ways to help campers learn these “goods.” These teaching methods include:

- a) **modeling:** using the skills ourselves, so campers see them “in action”
 - example

