



TEAM ASSISTANT (TA) MANUAL

TABLE OF CONTENTS

WHAT IS RYLA	1
WHAT TO BRING	2
Personal Gear (Please note that all personal items are brought at your own risk).....	2
Family Discussion Group Gear (Facilitators Only).....	2
TEAM ASSISTANT ESSENTIALS.....	2
Pre-Conference	3
Conference Weekend	3
Post-Conference	4
YOUR RYLA FAMILY	4
“Families” Are the Essence of the RYLA Experience.....	4
How Families Are Established	4
Family Activities Have Been Organized For You.....	5
Discussion Worksheets In Program Handbook	5
TEAM ASSISTANT GUIDELINES	5
Effective Facilitation.....	5
Create the Right Family Meeting Setting	6
Use the Entire Time Allotted for Your Family Meeting	6
Facilitate, Moderate, Participate – Don’t Pontificate!	6
BASIC TA TIPS	7
WORKING WITH TEENAGERS.....	8
General Guidelines for Conduct	8
GENERAL AND EMERGENCY PROCEDURES	9
General Notification Procedures	9
Medical and Health Related Matters.....	9
Lost Student.....	10
Natural Disasters	10
Security	10
Insurance	11
TRANSPORTATION POLICY.....	11
BUS MONITOR PROCEDURES.....	11
DORM MONITOR PROCEDURES.....	12

APPENDIX A – Debriefing Orid Method	13
Orid Method Continued	15
Suggested Techniques for T/A Parents.....	15
Ice Breakers (facilitated by Alumni in the Meadow)	16
Ice Breakers Continued.....	17
Ice Breakers Continued.....	18
Ice Breakers Continued.....	19
Ice Breakers Continued.....	20
Ice Breakers Continued.....	21
APPENDIX B – DIRECTIONS TO IDYLLWILD PINES CAMP	22
APPENDIX C – MAP OF IDYLLWILD PINES CAMP.....	23
APPENDIX D – DISTRICT 5340 YOUTH PROTECTION	24
What Constitutes Abuse and Harassment	25
Assessing Abuse or Harassment	25
Allegation Reporting Guidelines	26
APPENDIX E – Notes.....	27

WHAT IS RYLA

Rotary Youth Leadership Awards (RYLA) is a program that originated with Rotary International and has subsequently been customized by Rotary District 5320, serving students in Orange and parts of Los Angeles Counties. RYLA selects 200 students who exhibit leadership potential for an all-expenses paid camp experience at which they will be inspired through planned activities and a diverse group of exceptional facilitators and speakers.



Campers discuss current ethical and social issues impacting their lives, and participate in a high ropes course, challenging their strength, perseverance, and teambuilding skills. All camp activities are conducted in an atmosphere of trust and respect, resulting in increased self-confidence and the development of life-long friendships. The goal is to return these students to their families, schools and communities confident and motivated to take on leadership roles with a passion for *service above self*.

RYLA's intent is to encourage students to want to be more effective servant leaders. RYLA is not a camp intended to solely teach leadership skills (it is assumed that the students in attendance already possess leadership attributes), however the following topics naturally arise in the course of RYLA activities and discussions:



- Fundamentals of leadership
- Ethics of positive leadership
- Qualities of a "servant leader"
- Importance of communication skills in effective leadership
- Conflict management and problemsolving
- Building self-esteem and self-confidence
- Elements of community and global citizenship
- Rotary's purpose of service to the community and world

Rotarian facilitators known as Team Assistants (TAs) are essential to RYLA. TAs participate in all RYLA activities with talented young people (Alumni) from throughout District 5320. RYLA provides a memorable opportunity for TAs to help these students learn, grow, have fun, and make new friends.

The Alumni are high school seniors who attended RYLA the previous year and were recognized by their family TAs as being outstanding and charismatic leaders. Candidates participate in a number of activities en route to identifying who among them will ultimately be chosen. Alumni select the conference theme and colors, and provide valuable input to the planning process. They introduce the speakers, conduct icebreakers, and maintain the spirit that pervades the conference weekend.



WHAT TO BRING

Personal Gear (Please note that all personal items are brought at your own risk)

- A positive attitude and a sense of humor!
- Warm Sleeping Bag (Expect temperatures in the low 30's at night) and a pillow. Use of an extra blanket as a liner is helpful for lighter bags. Camp beds have mattresses only.
- Toiletries and other personal hygiene items – toothbrush, toothpaste, soap, shampoo, etc.
- Chap-stick, sunscreen, sunglasses, hat and rain gear are all recommended
- Prescription medication(s) – must be listed on your Application
- Bath and hand towels.
- Walking shoes, tennis shoes, or hiking boots only. Sandals or open toed shoes are not allowed.
- Dress is casual – You will receive A RYLA sweatshirt and tee shirt so jeans, sweat pants and shorts are acceptable however shorts may not be desired when the weather turns cold- 30s at night are very possible. Long pants are highly recommended for Boojum Saturday. Don't forget extra underwear and socks.
- Jacket, gloves, and other warm clothes. There is a good chance that it will be very cold, rain, or even snow so be prepared with warm clothes. Prepare to layer you will receive a backpack so you can always remove a layer as the day warms up.
- Lightweight flashlight –remember extra batteries
- Camera – remember charged batteries.
- Mobile phone – remember charged batteries. To be used only for emergencies.
- Travel alarm clock (if your phone doesn't function as one)
- Don't forget chargers for the camera and phone.
- **Pack all of your gear in a duffle bag or other suitable luggage as you may have to carry it up to a 100 yards.**

Remember you cannot just run into town to pick up something you forget so double check your bag before you leave home.

TEAM ASSISTANT ESSENTIALS

Pre-Camp

We will be having a social get together which will help new and returning Team Assistant candidates get to know each other and learn more about RYLA camp. You will meet your District RYLA leadership team, receive an overview of the program goals and have an opportunity to develop new friendships prior to camp.

After completing the TA registration process, you will be asked to sign up for a half day training activity which will cover in detail what you can expect at RYLA camp and your potential role and responsibilities as a Team Assistant and/or other role(s) at RYLA. At the training you will engage in some of the same activities that will be conducted at the camp, including simulated group discussions and activities.

TAs work in pairs and are responsible for a group of 10-12 students. Referred to as a RYLA “family,” this is your family unit and will participate in events and meetings as a unit during the entire RYLA experience. You do not need to bring anything for your family, however, if you want to bring “treats” for your family that is up to you. Everyone is well-fed at camp and there are snacks available at all times, so an example of “treats” that could be shared at family meetings would be a small bag of Jolly Ranchers or Skittles, etc.

Each family will be assigned a name for the weekend at Family Orientation and there will be a pervasive theme for the camp.



Camp Weekend

Team Assistants must attend the entire conference weekend, from 8:00 am Friday morning until approximately 4:00 pm Sunday afternoon. You are responsible to get yourself to and from camp. You may find it convenient to carpool with other Team Assistants. You may also prefer to come to camp Thursday evening – there will be a men’s and a women’s dorm available, however, you would be responsible for your own meals until Friday lunch. (Please remember no alcohol is permitted on campus at any time.) Beginning at 8:00 am Friday morning, there will be additional orientation and a walking tour of the camp facilities, including review of emergency procedures.



You are expected to participate with your family in all activities even if only as a cheerleader. You are responsible for the whereabouts of your family members at all times (except during TA meetings and when in the dorms at night). If anyone is missing or you are encountering difficulties with any student, contact the RYLA Director or other RYLA Committee member immediately for help.

You are encouraged to seek advice and counsel from other TAs and staff members when questions or concerns arise, but please seek out the RYLA Director for help and support for complex issues.

Post-Camp

All facilitators, students, and students' parents should attend their sponsoring Rotary Club's meeting in May or June where the Club RYLA Chair or Club President should introduce the campers and Team Assistants to their club members. All participants should be invited to share their experiences and should be given the opportunity to thank the members of their sponsoring club.

YOUR RYLA FAMILY

"Families" Are the Essence of the RYLA Experience



Each family consists of 2 Team Assistants and between 10-12 students from different high schools throughout our Rotary District. The family will become a close-knit community as a result of working together and sharing ideas after each major presentation and activity. Families will interact with a variety of outstanding individuals from a variety of backgrounds, so always remember to support and encourage - not judge.

How Families Are Established

Students receive their family assignments when they pick up their name badges at the Registration tables. Each family will be assigned a family name relating to the previously mentioned Alumni selected theme. Throughout the weekend, the family must be and stay together during all activities - obviously, unless otherwise specified by appropriate RYLA staff.

Since no two members from any one school are in the same family, members must learn to function effectively together and appreciate each other's talents. Consequently, the family functions on the "love the one you're with" principle - famously made into a 1970 hit single by Stephen Stills. Because of the intensity of doing everything together for the entire conference, friendships are forged and family members learn to relate to and trust each other as individuals, not as stereotypes.

Family Activities Have Been Organized For You

The only time you will need to be “creative” at RYLA is during family discussions when you will be facilitating the discussion about a previous activity and how it relates to the students’ lives. Other than these family discussions, all activities during the entire RYLA weekend have been organized for you – all you need to do is show up to an activity and participate with your family. Should you be asked to help run the activity, you will be given specific instructions about what to do, so you don’t have to worry about the actual planning. In addition, you may use the supplemental activities described in the “Appendix A – Activities that Teach” portion of this Team Assistant Manual as you deem appropriate/helpful during family meetings to sustain a meaningful discussion.

Team Assistant GUIDELINES

Effective Facilitation

Each TA will guide their family as the members reflect on an experience, whether that experience was a speaker, or an activity. Effective facilitation enables students to share perspectives on a common experience through a productive dialog and then develop behavioral changes through enriched communication, trust, and teamwork. The process takes students from "what happened (or was heard)" to "what can we do differently or better."

A Team Assistant’s goal is to enhance each student's RYLA experience and to motivate them to become a more effective leader. To achieve this goal, past TA’s have suggested the following.

- Relate ideas presented by the speakers/activities to high school life experiences.
- Encourage future (post RYLA) communication among family members.
- Ask open ended questions which enable students to reach their own conclusions.
- Encourage everyone to participate in all that you do, including the shy and the "silent" types.
- Recognize that there will be some insecurities in being teamed with people they don't know.
- Share with the students what Rotary is about and why you are a Rotarian.
- Encourage family members to speak freely without fear of judgment or ridicule.
- Confidentiality is all important – "what is said in the family, stays in the family." However if something like active abuse is brought up you will need to let the camper know you want to make sure they have all the support and help they need so you are going to ask for help for them.

Create the Right Family Meeting Setting

It is important that all members of the family be seated at the same level and be arranged so that each member can have eye contact with each other member. The TA should be part of the family and not stand or sit away from the other members. Encourage family members to make notes about the speaker's key ideas as a reminder for later discussions. Require family members to bring their program handbooks with them and to share their notes about speakers or activities with other family members.



Indoor Meetings – Families will meet indoors at night and during inclement weather. Chairs are available in some of the rooms, so please use them and return them to their storage place when the session ends.

Outdoor Meetings – Select an area which is far enough from other families to prevent "overhearing" and disturbing one another. Select a location that will permit members to be at the same level and have eye contact with each other. You may wish to vary the location each time.

Use the Entire Time Allotted for Your Family Meeting

It is important to use all the time allotted and to keep on schedule. Leadership "Activities that Teach" are included in this manual so that if a discussion ends early you can move to another valuable exercise. Excusing families early disrupts the concentration of other families.

Facilitate, Moderate, Participate – Don't Pontificate!

1. Create an atmosphere of openness by being non-judgmental and encouraging others to do likewise. Protect family members from being subjected to personal attacks from others when they disagree.
2. Show a sense of humor and encourage it in others, but avoid sarcasm and "kidding around" which might embarrass or humiliate. Be positive!
3. Gently keep the students on the topic. If the discussion starts to drift, ask, "How does this relate to what we are discussing?" If the family wants to discuss something else, however, be flexible and use your own initiative.
4. Avoid talking too much or lecturing the family. Don't supply the "right" answer. Let the family come up with its own answer or response.
5. Promote participation by everyone in the family. If someone is being left out or remaining silent



draw them out by calling him or her by first name, e.g., "(name), what do you think about that?" Use your position to prevent talkative or aggressive members from dominating a discussion or activity. It is okay to politely interrupt a "dominator" and remind him or her that there is a limited time for the discussion period and that you would like everyone to participate.

6. Be sensitive to faulty communication. Encourage all to keep their eyes and ears on the person speaking. Ask them to "listen to understand rather than to reply." Cross talk is okay, but allow those speaking to be able to complete their remarks without being interrupted. If the person speaking does not seem to be "coming across," use the technique of paraphrasing to clarify what he or she is trying to say without putting your own interpretations into the clarification.
7. Don't be too quick to break silences. There are times when family members are "processing" and assimilating ideas. Wait until you see some of the family members showing discomfort at the silence before drawing upon your list of open-ended questions.

BASIC FACILITATION TIPS

General suggestions

- Relax - have fun.
- Study the camp map.
- Spend family time as serious family discussion time – don't just fool around.
- Decide in advance how honest you want to be – kids ask questions!
- Make sure you have a jacket at all times.
- Pack for the day in the morning.

Food for thought questions:

- What would you do if you knew you could not fail?
- What event in your life are you especially proud of? Ask them this early on and remind them a couple of times before talking about it.
- Who (living or dead) would you like to meet and why?

What should be in your backpack?

- Pens – (Committee will provide a pen to each participant at the beginning of camp) take extras as they mysteriously disappear
- Small flashlight
- Water bottle
- Program Handbook
- Jacket
- Sunscreen
- Camera
- ***Please be on time!***



RYLA is held at a mountain camp:

- 5,000 ft. altitude.
- Dehydration can become a problem – drink lots of water.
- It may rain or snow – bring appropriate clothing.
- It will be cool, perhaps even cold – bring warm clothing.
- Lots of walking – dirt, mountain meadow grass, and asphalt.

WORKING WITH TEENAGERS

General Guidelines for Conduct

1. It is the policy of Rotary International District 5320 that every Rotary Activity conducted or sponsored by or within District 5320 will take place in an environment that is absolutely free of Abuse and Harassment of any kind. PLEASE SEE APPENDIX E FOR ADDITIONAL ESSENTIAL INFORMATION.
2. Confidentiality is important. If a youth confides in you or the family, it should stay with you or the family. If a youth confides that they are seriously considering suicide, there is a real threat of impending harm to the youth or another, or if they are the victim of physical or sexual abuse or harassment – see the next section on Youth Protection for more information about what constitutes abuse or harassment) you must inform a RYLA Committee member who may contact a professional agency for further assistance. If in doubt, always report the matter to the RYLA Committee and let them decide if additional action must be taken. YOU MUST DISCUSS THIS CONFIDENTIALITY RULE WITH YOUR FAMILY AT THE FAMILY ORIENTATION SESSION.
3. Maintain a "hands-off" policy when working with youth. This includes hitting, wrestling, kissing, having someone sit in your lap, etc. You are an ADULT entrusted to work with TEENAGERS. No matter how "mature" a teenager may seem to be, remember this policy.
4. Protect yourself by not being alone with only one youth in your area, especially in an enclosed environment. Always have someone else with you. If you need to talk in private, go away from the family, but maintain visual contact.
5. Use appropriate language and insist that those around you do the same.
6. Tobacco, drugs, and alcohol are not allowed. Today's teens are amazingly perceptive so resist the temptation to partake.
7. If a fight ensues or other violence is threatened, clear the area. Attempt to verbally end or diffuse the situation without placing yourself or others in harm's way. If a weapon is displayed, quickly get others to safety but do not attempt to disarm the person. Contact a member of the RYLA Committee immediately.

8. Utilize common sense in dealing with your family members. Try to develop a rapport with as many members as possible, steering clear of the favoritism, elitism, etc., which could hinder your rapport with the entire family. Ask for help if you need it there is no right or wrong way to do this.
9. Always remember our TA motto: "FACILITATE, MODERATE, PARTICIPATE – DON'TPONTIFICATE."



GENERAL AND EMERGENCY PROCEDURES

General Notification Procedures

Any time an emergency situation arises (natural disaster, accident, injury, health problem, violence, etc.) send someone to contact a RYLA Committee member for assistance. Each RYLA Committee member has a radio for contacting the necessary staff member. When all else fails, contact Idyllwild Pines personnel at their office just inside the main entrance. If you see or determine that any facility or camp environment represents an unsafe condition please make sure the students are safe and then immediately notify a RYLA Committee member. In a life-threatening emergency, immediately call 911, before following the contact procedure above.

Medical and Health Related Matters

Every participant at RYLA has provided medical information on their application and this information has been given to our onsite medical care provider. Team Assistants should verify the medical information with the students in their families, always being sensitive to confidentiality issues.

If a person is injured, please leave them in place on the ground or wherever they are unless that would be dangerous. IF AT ALL POSSIBLE, DO NOT MOVE THEM. If the camp medic is not immediately available at your location, please notify a member of the RYLA Committee immediately and they will bring the doctor to you.

The medic can usually be found in "Sickbay". The medic will be equipped with basic medicine and other hygiene needs, or have access to such items. If the medic determines that the injury requires more than a simple treatment, the medic will call local paramedics to the scene.

Watch for signs of weather induced health issues, such as sun stroke (sunburn), hypothermia (shivering), and dehydration (headache, nausea, and lethargy). If any participant becomes ill or injured, keep the participant still and notify the doctor via any RYLA Committee member immediately. Do not allow a family member to go back to their dorm unattended to just lie down for a while. There are beds available in Sickbay for the medic to attend and watch over any person feeling ill.

Lost Student



It is important that all Team Assistants know the whereabouts of their family members at all times except during meals and at night when the students are in their dorms. If it is necessary for a student to visit a restroom, get a jacket, etc., you may either take the whole family, one parent take them or ask a staff member or Alumni. At night, dorm monitors are responsible to see that all students are in their beds after lights out. If a student is missing at any time, please notify RYLA Director immediately. Do not leave your family alone to find the missing student – the RYLA Committee will search for the missing student.

Natural Disasters

In the event of a fire in a building, evacuate the building and notify camp personnel or the RYLA Committee. Fire extinguishers can be found in each building, but do not take any action that puts you or someone else at risk. In the event of a forest or brush fire, all participants should assemble in the volleyball court area BY FAMILY, then immediately notify camp personnel or the RYLA Committee. We will follow the camp's evacuation plan as directed by the camp staff.

If we should experience earthquake, follow these procedures. If you are inside, look for a door or a sturdy piece of furniture to stand next to or underneath. Stay away from all windows. If you are outside, go to a clearing, such as the volleyball court or meadow, staying away from all trees and power lines. After the earthquake is over and it is safe to proceed, assemble in the volleyball court area BY FAMILY for further instruction.

Security

The camp provides general security for its property. They will generally stop and question anyone in the camp who does not have a name tag visible. Team Assistants and RYLA Committee members supplement the camp's security efforts. Security is not normally a problem for our participants, but due to the open nature of the environment there may be people wandering through camp. RYLA Committee members and camp personnel circulate through the camp continuously. The RYLA Committee must be immediately notified if you observe any suspicious person, any suspicious activity, any claims of missing property, and any threats of or acts of violence against any participant.

Insurance

While the conference facility and various vendors (such as the bus company) provide certain liability coverage, primary liability coverage for the conference is maintained through the District's liability policy. The RYLA Committee seeks to minimize risk through appropriate means, including providing conference security, an onsite medic, restricting modes of transportation, use of trained personnel in activities, and constant monitoring of all sessions and participants by the RYLA Committee. The camp maintains a Campers Accident Policy, covering such things as bee stings, spider bites, poison oak or ivy exposure, etc.

TRANSPORTATION POLICY

For liability and insurance purposes, ALL STUDENTS MUST RIDE TO AND FROM CAMP ON THE BUSES PROVIDED. STUDENTS ARE NOT PERMITTED TO DRIVE THEMSELVES OR BE DRIVEN BY PARENTS. There are no exceptions to this rule. A Rotarian bus monitor will be at each bus stop to help with the loading and unloading of buses. They will be equipped with cellular phones should there be an emergency. We will also have an experienced Team Assistants on each bus to assist the bus driver and Alumni who are responsible for the buses.

BUS MONITOR PROCEDURES

The RYLA experience begins and ends with the bus ride to and from camp. For insurance and liability purposes, no student is allowed to travel to or from the RYLA Conference on their own.



A RYLA Committee member will be assisting the bus driver with the orderly loading and unloading of students and luggage, and making sure the bus is clean. Please do not interfere with these activities unless asked to by the Committee Member or bus driver.

An experienced Team Assistant is assigned to ride the bus as a bus monitor and to assist the bus driver.

Having an adult Rotarian present at all times gives added assurance to the parents and guardians that RYLA is well planned and that their sons and daughters will be looked after carefully and safely. The bus monitor needs to have a mobile phone to communicate any problems to the Transportation Coordinator, to notify the camp of an emergency situation, or to contact parents who may be late in picking up their son or daughter Sunday afternoon. On the way home, it is suggested that each student use their own mobile phone or the TA mobile phone to call their parent (or other person who will pick them up) to remind them when and where to pick up the student.

DORM MONITOR PROCEDURES

A minimum of two Dorm Parents will be assigned to each of the student dorms. Other Team Assistants will sleep in their assigned cabins and may be called upon to assist the dorm parents as needed. Each dorm or cabin has its own toilet and shower facility and is heated. There are bunks supplied with mattress only. Bunks are available on a first-come, first-selected basis. Dorm Parents should select a bunk next to the door. If necessary, politely ask a student to move to insure your place by the door.

All students have been randomly assigned to the dorms, the only criteria being the separation of sexes. Dorm rosters will be provided to the dorm parents to ensure that only those students listed are in the dorm. **It is extremely important that no switching occur.** In case of an emergency, either at camp or at home, the RYLA Committee needs to be able to find any particular student in a hurry. The Roster will also include information about potential medical issues with students in the dorm.

All Dorm Parents in each dorm are responsible for maintaining orderly behavior in the dorm and the dorm monitor is to conduct a bed check each night. If a student missing at "lights out," the dorm monitor must immediately contact RYLA Director or RYLA Committee member if the Director is not available. The RYLA Committee will be responsible for finding a missing student. Because of the active schedule at the conference, the dorm monitor should adhere to the "lights out" schedule. However, there will generally be a lot of excitement and discussion among dorm members so use your judgment.



ORID Method of debrief: An easy to follow debrief format to support any exercise in offering learning and transfer of that learning to the group.

O - Objective

R - Reflective

I - Interpretive

D - Decisional

Objective - Getting the facts (Intellectual)

1. What bits of conversation did you hear?
2. What was the message?

Reflective - Feelings, associations (Emotional)

1. What feelings did you have going through the event/activity?
2. What did you experience as you were going through this activity?

Interpretive - Values, meanings (Purpose, Transfer, Connection to Life)

1. What insights or learning points do you have?
2. What was similar about this as to what you do everyday?

Decisional - Future resolves (Action, Practice)

1. What would you say about this event to somebody who was not here?
2. What are you going to take to whatever we do next? To home or school?

TA/Parent Debrief Summary:

- ❑ Remember we are not certified counselors. We are not here to resolve the participant's problems. We are here to facilitate conversation and help the participants discover and help each other.
- ❑ Know where/which direction your questions are taking the group, but remain open to all ideas.
- ❑ "W" questions - who, what, why, when, where. Help participant be specific in their answers. A simple question is "How do you feel about that?"
- ❑ Encourage participants to direct responses to one another and not to you.
- ❑ Keep one discussion on the floor at a time.
- ❑ Do not be afraid to allow silence after a question - 17 second rule (about 17 seconds before asking another question, usually someone will speak before then).
- ❑ When debriefing, start by asking open-ended questions. It is important to stick to feelings and experiences. Remember every group is different. Some will readily express how they feel while other groups will need more guidance. Also, every program and every facilitator are different.
- ❑ If the group is tight-lipped, a paired sharing can be a good way to loosen them up for a large group sharing.
- ❑ It's okay to share. Give an example, it's okay to show vulnerability and participants may be willing to share and be highly supportive. As a member of the group you are entitled to share, but also remember that as the facilitator, you have more clout and what you say carries more weight. Be sure when you share about personal things, you do so as a member and not as a facilitator. Separate the two roles. It is possible that you could compromise your effectiveness as a facilitator if you slide into a "preachy", "teachy", or "adult judgmental" sharing style. This

would certainly be the case if your sharing dominated the time or encouraged the members to "posture their responses" to please you.

- ❑ Listen to the participants and do not be afraid to ask questions of specific people.
- ❑ If you rephrase what someone said, check that you are getting it right.
- ❑ Acknowledge the group appropriately.
- ❑ As a facilitator, be aware of the 4 Fatal Fears within yourself and with participants:
 1. Fear of being wrong (comes from the need to be right).
 2. Fear of losing (comes from the need to win or succeed).
 3. Fear of rejection (comes from the need to be loved).
 4. Fear of emotional discomfort (comes from the need to be emotionally comfortable).
- ❑ Be aware of the need to be the center of attention - the events are about them, not you.
- ❑ Give everyone a chance to speak. Promote participation by everyone in the group.
- ❑ Keep your energy up.
- ❑ Use debriefing Tools; Play dough, pipe cleaners, emotion cards, etc.

Questions for Debriefing:

Asking good open ended questions give the participants a compass they can use to determine their own direction and make their own discoveries. And when young people make their own discoveries, they don't forget them.

1. Can anyone give an example of how you can relate to these situations?
2. How did you feel about what you heard?
3. Do any of these stories relate to anything going on back at home?
4. How many different ways did the group use to communicate?
5. Did you learn something about yourself?
6. What have you learned? How will this help you back at home?
7. Have you ever thought about....?

Final Debrief -Taking it home:

Preparing the participants for the reality of taking what they have learned from RYLA back home. Some participants may have never experienced the Family togetherness they do up at RYLA. This is a good time to follow up on unfinished conversations.

Questions

1. I plan to give my friend/family when I get home is...
2. I plan to ask for from my friends/ family when I get home is...
3. The hardest thing about going home will be...
4. The person I will get the most support from when I go home is...
5. I plan to give myself when I get home is...

Suggested Techniques for TA Parents

To draw out a silent member:

"Does anyone who hasn't spoken yet wish to comment?"

"Jane, what do you think?"

To suggest the need for sharing personal experiences:

"Does anyone know of instances where this has worked?"

"Will each of you be thinking about your own experience so that you may share it later?"

To suggest that the discussion is wandering and try to keep it focused on the topic:

"Does the group feel that we are on target with our discussion?"

"That is interesting, but help me understand how where we are going fits in with the issue we are considering?"

When the group is in a conflict and seems to be spinning its wheels to no effect:

"Since we don't seem to be able to resolve this difference now, could we move on to the next point?"

To suggest the need for additional information:

"Do we have enough information to decide now?"

To call attention to the source of questionable information or "facts":

"I am puzzled by some of this information you shared. I wonder if you would share with the group where you got this information?" (Be careful not to devalue the contributor.)

To test the strength of a point of view:

"Is this position held by the majority of the group?"

"Let's test this opinion (or idea or solution or fact) out with the group. How many of you agree with...?"

To focus attention on issues rather than personalities:

"I wonder if it would be possible to confine our discussion to the issues themselves?"

To prevent a few from monopolizing the discussion:

"Excuse me, Chazz, before you continue, may I ask if anyone has a comment on the point you just made?"

"May we hear from some folks we haven't heard from yet?"

To suggest the need for closing discussion:

"May I ask for two or three final comments before we close?"

To close down a hot discussion as time runs out

"As we shared the first day, we must expect **unfinished business** and this is one of those times. I am sure that those of you who wish to continue this discussion could find another time today to pick up where we left off if you choose to."

Ice Breakers – These will be facilitated by the Alumni in the Meadow

1.No Smiling Lifesavers-

For this game we will need toothpicks for each family and a bag of LifeSaver mints for each family. The kids hold the toothpick in their mouth while

standing in a circle and try and pass the LifeSaver to the next person by transferring the mint on the toothpick in their mouth to the toothpick in the mouth of the person next to them. They cannot use their hands or drop the mint and if they do then they start over.

2. Jelly Bean Game-

Pass the bag of Jelly Beans around and each person takes a handful of jelly beans. Once the bag is passed all the way around you then go around again and for each jelly bean you have you say something about yourself (school, family, sports, etc.)

3. Name Game-

Tell the group you are all going to a picnic and everyone has to bring something. You tell everyone to pair their first name with a food that starts with the same letter of their first name. The next person will repeat the name and food of the previous person, then say his/her own name with a new food. Continue saying the name and food of each person before you. After the last person has participated, ask another group member to see if he/she can successfully name everybody in the group.

4. Human Knot- Have the group standing, facing towards each other, in a circle.

Each person should be standing shoulder to shoulder. First, instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift their right and reach across to take the hand of a DIFFERENT person standing across the circle. Make sure that no one is holding hands with someone standing directly next to them.

To play, the groups must communicate and figure out how to untangle the knot (forming a circle of people) without ever letting go of any hands. If any group member lets go of a hand (breaks the chain), then the group must start from the beginning. To increase the difficulty level, you can require that the game be played silently (no talking).

5. Ninja

Players begin standing in a circle, standing at arms-length. The goal of Ultimate Ninja is to be the last ninja standing: to eliminate other players by slapping their hands. On a given turn, a player can attack or move in one fluid motion.

- 1.** Everyone says, “3, 2, 1... NINJA!” and then all players quickly hold a ninja pose.
- 2.** Choose one player to begin play.
- 3.** On a player’s turn, he or she may do one swift ninja attack — one motion that attempts to touch another player’s hand. Once making this motion, the player must freeze and hold the motion they just made.
- 4.** Immediately after the player moves, it is the next player’s turn and they can immediately do an attack.
- 5.** Any time a player is attacked, they may dodge as a reaction by moving their hand or arm, but they cannot move their feet. (continues nextpage)

6. If a player gets their hand struck, they must leave the circle, as they are eliminated.

7. Play continues until all ninjas are eliminated. The winner is the last Ninja.

6. No smiling

Announce at the beginning that no one is allowed to smile whatsoever. It's a lot harder than it sounds and you'll see reverse psychology start to take place.

7. Would you rather -

Take turns going around and ask each person a "Would You Rather" question. Below are a few examples:

Would you rather only be able to jump everywhere you go or only be able to walk on your hands?

Would you rather know everything or be amazing at any activity you tried?

Would you rather have a two-bedroom apartment in a big city of your choosing or a mansion in the country side in the state or country where you currently live?

Would you rather control space or time?

Would you rather wear clown shoes every day or a clown wig every day?

Would you rather be an amazing dancer or an amazing singer?

Would you rather live a short life and be rich or have a long life and be poor?

Would you rather be able to run incredibly fast or jump incredibly high?

Would you rather be an amazing dancer or be great at math?

Would you rather have a very muscular lower body and a normal upper body or a muscular upper body but a very skinny lower body?

Would you rather be deaf or blind?

Would you rather not be able to stop dancing or not stop singing?

Would you rather it be hot all the time or cold all the time?

Would you rather not be able to read or not be able to speak?

Would you rather have a song of your choice play repeatedly 24 hours a day for a year or have songs that you have no control over play 24 hours a day for a year?

Would you rather never be able to eat warm food or never be able to eat cold food?

Would you rather have telepathy or telekinesis?

Would you rather be completely alone for 5 years or constantly be surrounded by people and never be alone for 5 years?

8. The blanket game. There is not much setup involved for this activity. Form two teams. Have two volunteers hold a blanket or curtain open between the two groups, so that each group cannot see behind the blanket. Place two players on the opposite sides of the blanket, and pull the blanket. If players do not know each other well, in order to win they have to quickly say the other persons' name. Whoever says it first wins.

9. Connecting Stories. The first player begins by sharing an interesting memory or experience that they have. For example, one player can say: "One time, I accidentally locked myself out of the house, so then I spent the entire day at a coffee shop."

Any other person can tell a related story that has any similar themes or elements to the previous story. For example, the next person can say, "I am a total coffee addict. Every day I drink 3 cups of coffee and it sometimes prevents me from being able to sleep at night."

The next player, based upon the previous story shared, can say something related, such as: "I don't sleep much at night because I play lots of computer games until early morning."

(Continues next page)

Any person can then add to the story, by saying something like, “I also love computer games.”

10. Betty Boop-

Divide the group into 3 Teams – Betty, Popeye, and the Wolf.

1. You are going to read the following story and when you mention “Betty” that team stands up and says, “Boop-Boop-De-Doo” (with hip action).
2. When you mention “Popeye” that team stands up and says: “Well, blow me down” (with arm waving action).
3. When you mention “Wolf” that group stands up and gives a “Wolf Whistle.”
4. Make sure you pause for group action each time you mention Betty, Popeye, or the Wolf.
5. Story: Once upon a time, there was a charming young lady named BETTY who was loved by a sailor called POPEYE. BETTY lived near a great forest in which there roamed a big WOLF. One day BETTY decided to visit her grandmother who lived in the heart of the forest where the WOLF lived. POPEYE wanted to go along, but BETTY would not listen and would not let POPEYE accompany her. Soon the WOLF followed BETTY. The WOLF crept closer and closer, but behind him came POPEYE! Just as the WOLF was about to leap on BETTY, POPEYE killed him with his trusty club and saved BETTY’S life. Thus ends the story of POPEYE, BETTY Boop, and the Big Bad WOLF.

Story: Once upon a time, there was a charming young lady named BETTY who was loved by a sailor called POPEYE. BETTY lived near a great forest in which there roamed a big WOLF. One day BETTY decided to visit her grandmother who lived in the heart of the forest where the WOLF lived. POPEYE wanted to go along, but BETTY would not listen and would not let POPEYE accompany her. Soon the WOLF followed BETTY. The WOLF crept closer and closer, but behind him came POPEYE! Just as the WOLF was about to leap on BETTY, POPEYE killed him with his trusty club and saved BETTY’S life. Thus ends the story of POPEYE, BETTY Boop, and the Big Bad WOLF.

11. Never Have I Ever –

Then, the first player says a simple statement starting with "Never have I ever". Anyone who at some point in their lives has done the action that the first player says, must lift a finger. First person to lift all ten fingers loses.

12. Hidden Talent –

Simply go around the group and ask each team member to introduce themselves, before divulging their hidden talent. Give them the option of sharing their talent with the group, be it drawing, joke telling, juggling or singing. Keep it light hearted and have “performances” last 30 seconds or less.

5. Any time a player is attacked, they may dodge as a reaction by moving their hand or arm, but they cannot move their feet.

6. If a player gets their hand struck, they must leave the circle, as they are eliminated.

7. Play continues until all ninjas are eliminated. The winner is the last Ninja.

13. Two Truths and a Lie -

Ask all players to arrange themselves in a circle. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

When finished with your ice breakers and family shields please fold the tarp and place it in the bag along with the other items. You will be keeping your bag and tarp for the remainder of camp so you have it to sit on and the bag to pick up your lunch at Boojum.

Directions to Idyllwild Pines Camp

26375 St. Hwy 243
Idyllwild, CA 92549

From Interstate 10, East or West of Banning

Take I-10 to State Highway 243 off-ramp. Take Highway 243 south approximately 27 miles. We are located about 1 mile on right after you pass Idyllwild downtown.

From Interstate 10 West of Beaumont (alternate route)

Take I-10 east to Highway 79 (Beaumont Avenue). Take Highway 79 south to Ramona Expressway. Turn left onto Ramona Expressway. Follow Ramona Expressway to end. Turn left at stop onto Highway 74 (Florida Avenue). Stay left at junction of Hwy 74 and Hwy 243, turn left at stop. Approximately 4 miles on left.

From Interstate 215 North or South of Perris

Take I-215 to Ramona Expressway east. Follow Ramona Expressway to end. Turn left at stop onto Highway 74 (Florida Avenue). Stay left at junction of Hwy 74 and Hwy 243, turn left at stop. Approximately 4 miles on left.

From Highway 60 West of Moreno Valley

Take Highway 60 east to Hemet/San Jacinto cut-off (Gilman Springs Road). Take Gilman Springs Road to Highway 79. Turn right onto Hwy 79 at overpass. Turn left at signal onto Ramona Expressway. Follow Ramona Expressway to end. Turn left at stop onto Highway 74 (Florida Avenue). Stay left at junction of Hwy 74 and Hwy 243, turn left at stop. Approximately 4 miles on left.

From Highway 91 West of Riverside

Take Hwy 91 east to Van Buren in Riverside. Follow Van Buren, through Woodcrest, to Highway 215 south (on your right). Take Highway 215 south to Ramona Expressway. Turn left onto Ramona Expressway. Follow Ramona Expressway to end. Turn left at stop onto Highway 74 (Florida Avenue). Stay left at junction of Hwy 74 and Hwy 243, turn left at stop. Approximately 4 miles on left.

APPENDIX C – MAP OF IDYLLWILD PINES CAMP



APPENDIX D – DISTRICT 5320 YOUTH PROTECTION

District 5320 Youth Protection Policy Statement: It is the policy of Rotary International District 5320 that every Rotary Activity conducted or sponsored by or within District 5320 will take place in an environment that is absolutely free of Abuse and Harassment of any kind.

District 5320 and the RYLA Committee are committed to creating and maintaining the safest possible environment for all participants in RYLA. It is the duty of each Rotarian, Rotarian spouse or partner, Rotaractor, Ambassadorial Scholar, or other volunteer at RYLA to safeguard, to the best of their ability, the welfare of and to prevent the Abuse and Harassment of the youth with whom they come into contact.

An adult working with youth in our Rotary District is required to comply with the District 5320 Youth Protection Policy (“YP Policy”) by being certified (have a background check and receive training) to work with youth. This applies equally to Rotarians, their spouses, Rotaractors, Ambassadorial Scholars, and other volunteers.

What Constitutes Abuse and Harassment

Emotional or verbal abuse. An adult uses fear, humiliation, or verbal assaults to control the behavior of a youth in his or her care. Examples include rejecting the youth, insulting him or her, making fun of the youth, preventing him or her from developing normal social relationships, and making derogatory statements about the youth’s race, religion, or personal appearance.

Physical abuse. Mistreatment of a youth by use of physical contact intended to cause apprehension, pain, injury, or other actual or threatened physical suffering or harm.

Neglect. Failure to provide (without financial justification) adequate food, clothing, shelter, or medical care necessary for a youth’s well-being.

Sexual abuse. Engaging in implicit or explicit sexual acts with a youth or forcing or encouraging a youth to engage in implicit or explicit sexual acts alone or with another person of any age and of the same or opposite sex. Sexual abuse includes non-touching offenses, such as indecent exposure or showing a youth sexual or pornographic material.

Sexual harassment. Sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is used by sexual predators to desensitize or groom their victims. Some examples of sexual harassment include the following.

- Sexual epithets, jokes, written or spoken references to sexual conduct, talking about one's sex life in the presence of a youth, and comments about an individual's sexual activity, deficiency, or prowess.
- Verbal abuse of a sexual nature.
- Display of sexually suggestive objects, pictures, or drawings.
- Sexual leering or whistling.
- Any inappropriate physical contact such as brushing or touching.
- Obscene language or gestures.
- Suggestive or insulting comments.

Assessing Abuse or Harassment

Assessing whether the alleged conduct amounts to a form of Abuse or Harassment is not the responsibility of the adult to whom allegations are made; rather the assessment is to be made by the appropriate law enforcement agency. After ensuring the safety of the youth, all allegations should be immediately reported to a member of the RYLA Committee for follow-up and reporting to the proper authorities.

Allegation Reporting Guidelines

A Rotarian or other adult to whom a report is made of an incident of Abuse or Harassment is responsible for following these Allegation Reporting Guidelines.

1. Protect the Youth Participant.
 - a. Ensure the safety and well-being of the youth.
 - b. Remove him or her from the situation immediately and prevent all contact with the alleged abuser or harasser.
 - c. Give reassurance that this is for the youth's own safety and is not a punishment.
2. Take a Report from Youth Participant Making the Allegation. This will be done by RYLA Director or Camp Staff
 - a. Listen attentively and stay calm. Acknowledge that it takes a lot of courage to report Abuse or Harassment. It is appropriate to listen and be neutral but supportive. Do not express shock, horror, or disbelief.
 - b. Protect confidentiality to the extent possible. Explain that you will have to tell someone about the Abuse or Harassment to ensure that it doesn't happen again.
 - c. Get the facts, but don't interrogate. Ask questions that establish what was done and who did it. Reassure the youth that s/he did the right thing in telling you. Avoid asking 'why' questions. Remember your responsibility is to record the facts as alleged.
 - d. Be non-judgmental and reassure. Do not be critical of anything that has happened or anyone who may be involved. It is especially important not to blame or criticize the youth. Assure them that they were brave and mature to come to you.
 - e. Make a written record. Record the details of the conversation contemporaneously with the report or as soon thereafter as possible. Be sure to include the date and time of the conversation. Use the youth's own words, and record only what has been told to you.
3. Report to RYLA Director or RYLA Committee.
 - a. Immediately report all allegations of Abuse or Harassment to RYLA Director or RYLA Committee which will then report the incident to law enforcement and the District Administrator as required. All allegations must be reported to RI within 72 hours and the person responsible for doing so is the District Administrator. District 5320 will cooperate fully with police or other legal investigations.

- c. If possible, notify a member of the RYLA Committee immediately and have the member present during the taking of the report from the youth.

4. Avoid Gossip and Blame

Do not tell anyone about the report other than those required by the Policy guidelines. Care must be taken to protect the rights of both the victim and the accused during the investigation. District 5320 will maintain, to the extent possible within the requirements of the Policy, the privacy of any accused person by following and enforcing appropriate procedures.

5. Do Not Challenge the Alleged Offender

The adult to whom the youth makes a report must not confront the alleged offender other than to insure the alleged offender has no further contact with the youth. In cases of Abuse and Harassment, interrogation must be left entirely to law enforcement authorities. District 5320 will conduct its own independent evaluation, but only to the extent necessary to accomplish the goals of the Policy.

APPENDIX E – Notes

--