

Graduate in Training — “GIT”

Qualifications

- Attending last year of camp
- Going into the 6th or 7th grade this fall
- PAM — Positive Mental Attitude
- Desire to participate in this volunteer program

Purpose

- To introduce graduating campers to some beginning concepts of leadership, i.e.,
 - Responsibilities
 - Reliability
 - Leading by Example

Goal

- Encourage camper to return to RFKC after high school or college as Counselors or Staff.

Training Assignments

- Bible Memory Verse Speaker
- Reader of Scriptures
- Assistant Song Leader
- Lesson Assistant
- Slide Technician
- Overhead Technician
- Stage and Prop Monitor
- Name Draw-er
- Assistant Entrance Monitor
- Light Monitor

Job Descriptions

- Bible Memory Verse Speaker
Act as a role model and good example by knowing and speaking into the microphone the Memory Verse learned from the day before.
- Reader of Scriptures
Read the scriptures on the wall in Breakfast Club and read short scriptures in Chapel.
- Assistant Song Leader
Learn the songs and the actions and join the Staff Song Director in the front to encourage the kids to participate.
- Lesson Assistant
Work as Bible teacher assistant. Hands them props. Walk-on for plays, stage crew, etc.
- Slide Technician
Change the slide series by pushing the slide clicker as the story teller instructs. This job is daily in Breakfast Club during Mystery Story.
- Overhead Technician
Change the song overheads in Chapel and any other overheads used in the stories and lessons. The Bible Story Teacher will stack the overheads in the order to be placed on the projector.
- Stage and Prop Monitor
Move overhead off the stage after singing every day when Chapel ends. Moves or rearranges any other light props when requested.
- Name Draw-er
Joins the Staff person at the door at either breakfast, lunch or dinner. Draw a stick from a can or box and read the name or hand the stick to the Staff person for them to read the name of the person who will pray for the meal.
- Assistant Entrance Monitor
Stand in front of longest wall outside of the Breakfast Club Entrance and hold up the Entrance Signs. First, holds up the 6 & 7 year olds sign. They go in. Then hold up 8 & 9 year olds sign; and last, the 10 & 11 year olds sign. GITs sit against the walls. Monitor comes in last and stores the signs in the sign corner and sits against the wall with the other GITs.
- Light Monitor
Stand at the light switch during Breakfast Club and receives instructions from the Breakfast Club Staff Person.

Staff Facilitator's Guide

Statement of Purpose

The Graduate in Training Program was instituted to meet the following needs:

- To help address the concern that this is the camper's last year at camp. Bad News is that this is their last year. Good News is that they get to do special tasks because they are GITs.
- To give them responsibilities that helps them become more interested in Breakfast Club and Chapel.
- To make them part of the solution instead of the problem in Breakfast Club and Chapel.
- To develop a sense of accomplishment.
- To help campers begin to understand the elementary dynamic of the responsibilities of leadership.
- To be affirmed by a supervising adult who is mentoring them.
- To give them a future hope; that they can one day return as Counselor or Staff.

Instructions for IT Program

This program commences on the first morning at Breakfast Club.

At the beginning of Breakfast Club, the Breakfast Club Staff person will announce that this morning all campers going into 6th or 7th grade this coming school year will go to a short meeting with Mr. _____ and Ms. _____. (Always have at least 1 woman and 1 man staff person in the IT program.)

Training

- Hold the training in another room or outside in a shady grass area.
- Have the campers sit in a circle on chairs or on the ground if necessary.
- Meet for approximately 25 minutes. Have a staff person come for you in time for the closing of Breakfast Club.

Give each Graduate in Training a copy of the camper's two-page training information, i.e., the first two pages of this material.

Go over the Qualifications — make sure everyone is going into the 6th or 7th grade.

Discuss PMA and what it "looks like" at camp.

Explain that this is a volunteer program. Have them listen through, then decide.

Tell them if they choose to not participate they can come in the next day after the 10 and 11 year olds and sit in the back row with the older kids.

Read the *Purpose Statement*.

Discuss what leadership is:

Responsibility

Reliability

Leading by example:

- Setting a good example
- Encouraging others
- Showing others how to do something they don't know how to do
- Being a friend
- Caring

i.e., Jesus — the way he helped his disciples catch fish and how he washed their feet (Servant leadership)

Discuss where they can lead by example:

- Mealtime — behavior and manners
- Following the rules
- How you treat other campers
- Polite talk — “Please” and “Thank you”
- Showing the younger campers how to be responsible in the training job you have
- Jesus is the best role model we have. How did Jesus lead by example?

Read the Goal

Ask how many think it would be fun to be a Counselor or Staff at RFKC? If Staff, ask what job? If Counselor, ask what age kids would they like to have?

Talk about the responsibilities of this camp. How did all the activities get here? How did Breakfast Club get decorated? Etc.

Make the point that being in charge and talking on the microphone is the easy part; behind every leadership job is a large amount of behind-the-scenes hard work. So, if they want to someday be an adult leader in this camp, they need to learn how to do some of the jobs.

Tell them to quickly read the list of training jobs. (Do not assign or let campers volunteer until after you've gone over all the job descriptions.)

Go over the job descriptions.

Explain that each person has gifts and strengths; think about working in your area of giftedness or strengths; i.e., if you're not comfortable with reading out loud, then don't volunteer to be a Reader. Or if memorizing is hard for you, then don't ask to be the Lead Memory Verse Speaker.

Talk about families and how they have reunions and get together. If they come back to camp someday as a Counselor or Staff person, it would be like a reunion. We are all in the Royal Family and we want to see each other again. Their "job" this week will help them understand what staff jobs are really like behind the scenes.

Note to Facilitator

We have created these jobs for this program out of things we (the staff) were already doing ourselves, so if they go unfilled it will be fine, the staff will continue to do them.

- If there are one or two kids with known behavior problems, assign them *Light Monitor* and *Slide Projector Monitor* before anyone else volunteers. These two jobs take the least responsibility and have the most supervision.
- You may have to draw names for the more popular jobs. One job per IT is enough unless you have **very responsible** GITs and need the help.
- Everyone who wants to be in the program should have at least one job. Usually the least popular and more difficult jobs are *Reader* (many of the kids cannot read well), *Bible Memory Verse Speaker*, and sometimes *Assistant Song Leader*. If you have quite a few GITs, someone will have to take these jobs, or you will not have a job per IT. Each camp will need to determine what jobs they have. The IT Program is for Breakfast Club and Chapel mostly.

Now, go down the job description list in order. These jobs are listed in order of difficulty and responsibility.

Tell the campers there is no need to come early for these jobs. Just be on time. They do not need to sit in a special place in Chapel, unless they are the Lesson Assistant. (NOTE: The IT director should sit in the same place in chapel so the Lesson Assistant can sit with him or her.) In Breakfast Club the GITs will sit against the wall so they do not block the smaller children's view. They do not need to leave their counselor to talk to the IT Facilitator. We can answer their questions in Breakfast Club or Chapel. Example of good leadership is following the Camp Rule to stick with your Counselor.

IT Facilitator's Role After the Initial Training

- Make sure the IT knows what to do the first time they perform their job.
- Write their names beside the job in your facilitator's guide so you can just call them up if they forget or are confused at first.

- If they want to quit or trade, talk to them about the reasons and the learning experience in sticking with the job they picked. Try to discourage quitting or trading, or you will go crazy! Place them in another job if they want to stay in the program and they really have the wrong job for them.
- Hopefully, no one will have to be removed from the job for misconduct on the job. If this happens, do a **one-day suspension** and tell them you are sure they will get a PAM for their return to the job the day after tomorrow.
- As you may have noticed, **none of the jobs involve directly interacting one-on-one with the younger children**. This program is to recognize that the IT is an older and **hopefully** more mature camper and give them some responsibility for necessary camp tasks. However, we did not involve them in any way with the younger children because that takes a lot more training than assigning simple camp tasks. The only involvement they have with the younger ones is to lead by example through:
 - ◆ having a great PMA
 - ◆ following camp rules
 - ◆ being a friend
- Use a strip of ribbon (purple) with a gold star on it and hang it from the bottom of the name badge. This gives them special recognition and the GIT Facilitator can find them when needed.
- Ask the Camp Director if you can have a few minutes on Sunday night to explain this program.
- Communicate this program to the Music Team and Bible Teaching Team so they know when to let the GITs help.

This is a rewarding job for a staff person, because they get to interact personally with more campers, especially those who are graduating. If you have questions, call Vicki Barnes at 949/ 675-6687.

<u>GIT Camper Name</u>	<u>Job</u>	<u>BC* or Chapel</u>	<u># Needed</u>
_____	Memory Verse Speaker	BC	1 Boy
_____			1 Girl
_____	Readers	Chapel	2

_____	Lessons Assistant	BC	2

_____	Assistant Song Leader	BC	3 Boys
_____			3 Girls
_____			Chapel
_____			Evening
_____			Program
_____	Slide Technician	BC	1
_____	Overhead Technician	Chapel	1
_____	Stage/Prop Monitor	Chapel	2 Boys
_____			1 Girl
_____	Assistant Entrance Monitor	BC	1
_____	Light Monitor	BC	1
_____	Name Draw-ers	BC	1
_____		Chapel	1
_____		Meals	1

*BC = Breakfast Club

