

Kid's Kapers Training



Equipped to Impart Facilitator Guide

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A note to the Facilitator from the Training Designer:

Spending six summers as a leader at Kid's Kapers myself, I can attest to how the program and curriculum has been designed to draw children and leaders to one another and to God. I have seen the best come out of children, and parents are deeply impacted by the change they see in their children. In fact, Kid's Kapers played an integral role in my own faith journey; the bible story lessons strengthened my faith, the songs I would recall and sing in times of distress and joy, and the faces of campers I would remember and pray for.

When I participated in the Foundations of Dialogue Education course by Global Learning Partners, I was excited to share with my mom all that I was learning. We arranged to meet one Saturday morning and began to re-envision how we could apply the tools I was learning to effectively train Location Leads and Volunteers. Soon after, I was joining one of the weekly-four moms-morning-meetings to get their input in the design of the training day.

With great excitement and anticipation, my desire is that this training will not only make the Kid's Kapers content accessible for all types of learners but will also grow your heart and vision for what a week of camp might mean to you and others.

Much Love,

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Preface

Who

This year's training will be used to equip and prepare Location Leads and Volunteers across the Greater Toronto Area and surrounding cities: Donwood Park, Teesdale, Crescent Town, Kitchener and Guelph. This design was created for the 20-30 participants involved in these neighbourhoods this summer. As KK continues to expand, this workshop could be adapted to train those elsewhere. In fact, this workshop may even be leveraged in Edmonton or at the MoveIn Europe conference depending on the level of interest expressed.

For the KK training across the GTA and beyond, it is significant to note that some participants live in the neighbourhood they are serving in, while other volunteers are coming in from outside of the neighbourhood for the purpose of serving at camp. Of the participants that live in the camp neighbourhoods, most of them are involved in MoveIn, while others are friends of MoveIners. As KK and MoveIn have similar visions, they have formed a strong partnership. *MoveIn is a prayer movement of regular Christian people who live among the unreached, urban poor globally* (MoveIn, 2019). Typically, the majority of the Location Leads and Volunteers are female, but there is a strong need for male leader figures and the young men who do volunteer are greatly loved.

Some volunteers come back year after year as camp is a catalyst in their faith journey and they are taking on more initiative and leadership each year.

In order to acknowledge the level of experience in the room, the activities in this workshop shifts the power to ensure that the wealth of knowledge and experience in the room is being shared versus one voice talking from the front (Vella, 2002).

To learn more about who is coming to the training send a survey in advance. (see example in Appendix: Pre-Training survey) Knowing who and how participants are entering the training may help you navigate power dynamics, barriers to learning, and skewed expectations. With this knowledge you can adapt your facilitation accordingly (Vella, 2002).

Timing

The workshop might be most effective six to eight weeks prior to camp, as at that point location leads should have a good sense of their volunteers yet still have enough time to prepare. The training is expected to take seven hours (including lunch and breaks) on a Saturday. Participants will be asked in the pre-training survey if the timing of the training poses a problem for them. It would also be possible to adapt the training into two sessions of 3 hours (first session being all the activities before lunch and the second session being all the activities after lunch).

The Space and Place

The GTA training will happen where it has in the past, at The People's Church (374 Sheppard Avenue East, North York). The Annex is a portable detached from the building in the back-parking lot. The location is close to the Bayview subway station for those taking public transit and directly off the 401 for those driving by vehicle. This room can seat up to 50 people comfortably.

Decor is vital to bring the camp theme to life! Ultimately, the decor should inspire participants to imagine what their own camp scene might be. See *Tips to Consider: Room Set-Up* for important questions to ask before setting up and decor ideas.

Location Leads and Volunteers should sit in table groups according to neighbourhood so that they may better collaborate within their teams.



Notes on Training Activities

Sample Agenda

Time	Event
9:00 AM	Sign-in, Name-Tags, Manual, Participant Guide, T-Shirts, Police Checks, Volunteer Applications, Breakfast,
9:30 AM	Activity 1: Welcome
9:55 AM	Activity 2: Team Vision Board
10:20 AM	Activity 3: A Day in the Life
11:10 AM	Activity 4: Bringing Theme & Story to Life
11:30 AM	Activity 5: Worship Practice
<i>12:00 PM</i>	<i>Lunch</i>
12:45 PM	*Breakout Sessions: Roles
2:25 PM	Prayer
<i>2:45 PM</i>	<i>Break</i>
3:00 PM	*Plan to Protect
3:30 PM	Departure

*The second half of this training (anything on the agenda after lunch) will use the Camp Manual and not the facilitator participant guide.

Activity 1: WELCOME

Time: 25 minutes

Set Up:

- 4 coloured signs set up around the room (see Appendix: Activity 1: Welcome)
- Emotion Cards in baskets (see Appendix: List of Emotions)

Consider:

This is a warm-up activity. Thus, the point is not to introduce new content but to help people know one another better and share some of their past experience. Sharing what they already know will help to hook new content. Additionally, having various voices heard at the beginning will help raise inclusion, safety and respect. (Vella, 2002).

Suggestions for Facilitation:

- Start by welcoming the group and introducing yourself; a background story of how you got involved in KK, and why you chose to be involved with KK this year. Remember that being vulnerable and open with the group will help to establish a sense of safety.
- Go around the room and have each person share their name. Put in every effort to refer to people by their names from that point on to convey that you respect them. (3 minutes)
- A suggested transition: *“Within this room, there are some here for the first time to seasoned KK veterans. People with varying life experiences and knowledge that I am excited that we get to learn from. If you can reference your Training Guide we are going to start with Activity 1: Welcome”*

Activity 2: TEAM VISION BOARD

Time: 30 minutes

Set Up:

- Sticky notes and pens should be in baskets
- Ensure that each table has a Vision Board. The following template can be drawn out on a Bristle Board or a Poster Size Post It Note. Write Neighbourhood names at the top.

Vision Board		
Who do you wish to invest in during camp?	a word, an image, or a sense of what God wants to do through camp in your neighbourhood (this could be through you specifically or through your team in general)	What challenges or barriers could hinder your vision?
How could you nurture those relationships before camp?		What resources/partners will you need to depend on in your community?

Consider:

A vision board is a great visual to help group record their collective ideas and a tool that can be taken with them and referenced back to during camp (Romkena).

This activity takes on a learning-centred approach as the participants are doing something to learn (vs. the teacher telling them), interactions are multi-directional (vs. teacher-to-learner) and time is being given to plan next steps (vs. teacher hoping the content is useful) (Vella, 2002).

This is an exercise to help teams organize their prior knowledge. This will help them to build connections to new content, viewing it with greater relevance (Ambrose et al. 2010).



Suggestions for Facilitation:

- Ask for a volunteer to read the content in the box.
- For the most part you can stay out of this activity and allow the learning to happen around the tables. Be mindful of the time allotted to each part and give a one-minute warning before groups should be transitioning to the next part.

Activity 3: A DAY IN THE LIFE

Time: 30 minutes

Set Up:

- Ten signs to be evenly spaced and hung around the room. The order should be sequenced based on the time of day the activity begins (See Appendix: Activity 3: A Day in the Life Signs).
- Set up samples under each sign where possible to provide something tangible that participants can see and hold (i.e. a ball under the recreation sign, a sample craft under the crafts sign, photos under the parent program sign)
- Ensure Cue Cards and pens are in baskets, enough for each person to have one.
- Need a timer and some sort of bell.

Consider:

To maximize change and transformation, this activity incorporates holistic learning. The content presented at each station engages the cognitive. Walking around the room and feeling the ball, the craft, or the scrapbook engages the psychomotor domain. Finally, the questions that provoke participants to talk about real experiences and how they feel engages the affective domain. To sum it up, learners are engaging their head, hands and heart (Romkema).

Leveraging prior knowledge helps to enhance learning. Remember that these leaders come in with kids' ministry experience, values, perceptions, beliefs, and attitudes. When they connect what they are learning to relevant prior knowledge, they will retain and learn more (Ambrose et al, 2010).

Part D encompasses an effective learning sequence as it demonstrates (Romkema).

- **Anchor** - at each station the learner will access their personal experience
- **Add** - at each station new content is presented
- **Apply & Add** - learners are challenged to think about the intentionality of each moment of the day and how they will apply it at camp. They write out an actionable point on a cue card that will help them to apply it at camp.



Suggestions for Facilitation:

- Ask for a volunteer to read the content in the box
- **Part A:** Read Part A aloud and offer to answer any clarification on the activity. Start a timer and ring the bell to signal rotation every 1.5 to 2 minutes, depending on how much discussion you are hearing. Not everyone will have a chance to share in their small groups, so suggest that if one person answers a question at one station, that the other partner answers at the next station. The time is meant to be short since there are 10 stations to circulate around. (20 minutes)

Activity 4: BRINGING THEME & STORY TO LIFE

Time: 20 minutes

Set Up:

- 2 chairs at the front (acting as a bench)
- Props and Costume box at the front
- Timer, some type of bell, and prompt cards (See Appendix Activity 4: Character Cards)

Consider:

The placement in sequence of this activity has been planned intentionally. It takes courage to improv in front of a room of people, and it's not necessarily within everyone's comfort zone. Be mindful of those who might not feel safe to go up to the front, making participation optional. Being a few activities into the training, hopefully the room has established a higher level of trust and will respond (Romkema).

A **role play** activity allows the learners to practice personalizing the theme (Romkema).

Humour drives greater engagement with the content (Romkema).

Suggestions for Facilitation:

- Facilitator can read the content in the box
- **Part B:** Demonstrate an example. Offer to answer any clarification on the activity.
- Start a timer and ring the bell every 60 seconds.
- 20 minutes makes enough time for 15-20 participants to get involved. If there is less than this, people can go more than once. Gauge the energy in the room. When you sense that it is time to wrap of the activity or that you are reaching the the max time limit, tell the room that we will have 1 more person come up. (20 minutes).

Activity 5: WORSHIP PRACTICE

Time: 30 minutes

Set Up

- Queue sound system to the appropriate song number
- Worship leader will need to reference action sheets to teach leaders steps before queuing the music.

Consider:

There are various ways that we can be energized in learning. None of the activities up until this point have scratched the surface for those of us that are musically or rhythmically intelligent. Because actions are also incorporated in these worship songs, kinesthetic learners will also be energized through this activity (Romkema).

Tips to Consider

Room Set-Up

Questions to ask about a space before you use it:

- Will I have access to the room 3 hours prior to set up?
- How will the room be set up when I find it and how must I leave it?
- Will I have access to the appropriate number of chairs and tables with the numbers I am expecting?
- It is possible to hang things from the walls using sticky tack or painters' tape?
- What kind of Kitchen facility (or lack thereof) do I have access to prepare coffee, breakfast and lunch?
- Where are the washrooms?
- How much window access is in the room? (note: you can compensate for limited window access by adding a few large plants)

Decor Ideas:

Decor will especially engage those who are visual and spatial learners (Romkema).

- Backdrop of sky scrapers
- Banners of silhouettes (say things like heroes step out in faith, etc.)
- Pow and bam speech bubble hanging from ceiling
- Vibrant streamers to make it fun
- Put a "Street Sign" at each table with the neighbourhood name

Other Set-Up:

- Prepare a coloured hard copy of a Location Lead & Volunteer guide for each person and set out on tables beforehand.
- Set each table up with basket in the centre: including pens, highlighters, markers, post it notes, cue cards.
- Prepare Breakfast type goodies and coffee/tea/orange juice provided
- Participants will be given name tags, different colours will represent different neighbourhoods.

Facilitating with Hospitality

Think of a significant time when someone extended you hospitality - what did they do to communicate this with you? Hospitality is not just about the food served, but about addressing people by their names (hence the name tags), your body language (nodding your head, making eye contact, sitting on the same level as others) and how you acknowledge people's presence and affirm their contributions. Simply coming prepared also makes people feel like you were anticipating their learning (Romkema).

A few other practical tips to be mindful of before the training:

- Send survey to participants about three weeks prior to get a better sense of who will be in the room and expectations.
- Send a reminder email two weeks prior to training to welcome everyone. Consider sharing a real experience you had or something you read that week that relates to the theme of camp, share high level on the theme, ensure everyone knows the logistics of when and where the workshop will take place offer to support rides as needed.
- Send a final email two nights prior to the training with the achievement-based objectives and agenda so that people have clear expectations coming into the day and know their time will be respected.

Appendix

Learning Assessment:

Below are suggestions for how to discover more about the situation and needs of participants coming in before camp:

- **Conversations** with locations leads beforehand to learn more about how they are feeling and understand more of their team dynamics
- **Visiting** the neighbourhood to get a sense of the area and context that leaders will be doing camp in.

Pre-Training Survey

A survey to better understand the participants will be sent out once someone confirms their attendance. This survey will be sent via a google form.

- What experience do you have with children's work? (short answer)
- What experience do you have with newcomers to Canada? (short answer)
- Approximately how many weeks of camp (not necessarily Kids Kapers) have you been a leader at? (numeric value)
- How did you learn about Kids Kapers? (MoveIn, I once was a KK camper, friend, other)
- Approximately how many years have you been to Kids Kapers? (numeric value)
- Do you live in the neighbourhood where Kids Kapers is being hosted? (Y/N)
- At this moment, what do you feel is the greatest hurdle for YOU to be successful at camp? (getting volunteers, finance, pulling off the task, etc.) (short answer)
- Why do you want to be involved in camp?
- Select any of the topics below that you enjoy or would identify as your strengths. (crafts, sports, registration, advertising, hospitality, learning-centres worship and story)
- What distractions might you face coming into the training?
- What is one or two things you hope to leave the training day with? (short answer)
- The training will be hosted at the Peoples Church in North York from 9AM-4PM. Does this pose a problem for you?

Master List of Materials to Bring

General:

- Name Tags (enough variety in colour to represent the number of locations attending)
- Tape - for hanging up various signs.
- “Street Signs” for table groups to write their neighbourhood name
- Timer and some sort of bell
- Baskets at the center of each table
 - Pens
 - Sticky notes (Activity 2: Team Vision Board)
 - Cards with emotions for each table (Activity 1: Welcome)
 - Enough Cue Cards for each person to have one (Activity 3: A Day in the life)

Activity 1: Welcome

- 4 Printed Coloured Signs

Activity 2: Team vision Board

- Team Vision Boards (made from bristle board or poster size Post-it note)

Activity 3: A Day in the Life

- Scrapbooks from previous years (with photos)
- Samples of Crafts and Learning Centres
- Sports Equipment
- Photos of previous Parent Programs or a teapot, with mugs with snacks

Activity 4: Bringing Theme & Story to Life

- 2 chairs
- Box of Costumes
- Prompt Cards

Activity 5: Worship Practice

- Sounds system & Songs
- Action Sheets

During Lunch

- Signs for Roles

Activity 1: Welcome Signs

Yellow - This is my first year at Kid's Kapers!

- How did you learn about Kid's Kapers and why did you choose to get involved?
- Think of significant spiritual experience you had as a child. What were the steps prior to that experience that brought you there?

Pink - "I have been at Kid's Kapers for 1-2 years"

- What was one way you saw God working in your own life or in the life of someone else last year at Kids Kapers?
- Why did you choose to be involved this year?

Blue - "I have been at Kid's Kapers for 3-4 years"

- What was one way you saw God working in your own life or in the life of someone else last year at Kids Kapers?
- Was there ever a hurdle/challenge you had to overcome?
- Why did you choose to be involved this year?

Green - "I have been at Kid's Kapers for over 4 years"

- What was one way you saw God working in your own life or in the life of someone else last year at Kids Kapers?
- Why did you choose to be involved this year?
- How have you seen your relationships with neighbours changing after camp?

Activity 1: List of Emotions

Print out a copy for each table and cut them into different slips. Put them in an envelope in each basket.

Amazed

Inadequate

Satisfied

Anxious

Insecure

Scared

Burdened

Inspired

Self-Conscious

Comfortable

Joy

Silly

Curious

Lost

Stupid

Confused

Motivated

Tense

Confident

Nervous

Terrified

Determined

Overwhelmed

Trapped

Eager

Peaceful

Tired

Energetic

Proud

Uncomfortable

Excited

Ready

Unsure

Happy

Restless

Unprepared

Hopeful

Sad

Unfocused

Heavy

Stressed

Worried

Activity 3: A Day in the Life Print Outs

Learning Centres

9:30-10:00 (daily)

After campers have signed in, they are invited to hop around various centres at their leisure that engages different learning styles and ages. The stations may include, free play with lego/blocks, a puzzle, a craft, preparing a snack, or an active game. These activities allow for staggered arrival time and are more process based rather than product based.

- *What are ways that you felt welcomed when you were in a new environment?*
- *In what ways did you most enjoy learning as a child?*
- *What is an example of something you could say or do to bring the Hero theme to life at a learning center?*

Together Time - Worship

10:00-10:20 (daily)

A significant time for campers to open their hearts and minds through singing and dancing. Using age appropriate actions that help to reinforce lyrics and increase engagement. Song lyrics are specifically non Jesus for those of Muslim faith, but they do highlight truths about God that relate to the theme of the day and/or the overall camp theme and that all the children can sing with integrity.

- *If you have been to camp before, what sort of impact have you noticed that worship has on campers?*
- *How has music played a role in your own faith journey?*

Together Time - Story

10:20-10:30 (daily)

Five different Bible stories (one per day) are highlighted through varying mediums year to year (ie. video, skit, storyteller, storyboard). The story is often familiar to a broad spectrum of religions to build commonality and trust while still laying a framework/foundation for understanding the relevance of Jesus. With discretion and in the context of a trusted relationship, leaders may connect the dots to expand on the truths shared as a follow-up.

- *What bible stories were told to you as a child that you remember best?*
- *What was it about the way these stories were presented that helped you engage?*
- *What could you do to address a child that is fidgeting with another child's shoelaces or distracting the people around them?*

Table Time

10:30-11:00 (daily)

Each camper will be a part of a table group. During this time they will gather together and complete worksheets that are compiled in a scrapbook. Through retelling, colouring, puzzles, and asking questions, campers are invited to further engage with the story learned.

Scrapbooks are often a keepsake for campers to share with their families at the end of camp.

- *As a child, did you have opportunities to speak about spiritual experiences and connect them to your world? If so, what do you remember of that? If not, what could that have meant to you?*
- *What adult did you ask God-questions to? How did they respond and how did that impact you?*

Recreation Time

11:00-11:20 (daily)

Time for fun through movement, competition, and team building. This activity would typically take place outside (weather permitting) or in a gym/large open space.

- *What was your experience with outdoor activities and group wide games as a child?*
- *How would you respond if a camper didn't want to participate in an activity?*

Craft Time

11:20-12:00 (Monday-Thursday)

A time for campers to work with their hands and create a more polished product to take home as a keepsake. Crafts are often created with recycled materials, with much love going into the preparation so that campers can create something they are proud of.

- *How did you respond when you were given creative projects as a child?*
- *What did you do with that treasure when you brought it home?*

Lunch

12:00-1:00 (Monday-Thursday)

Weather permitting, a time to sit outdoors. Campers and volunteers bring their own lunches and eat together. This is a great opportunity for volunteers to sit amongst campers and have conversations. Perhaps you will sit with one camper or maybe with a group. Maybe you will sit with the same camper(s) each day or maybe you will talk with different ones each day.

- *For those that have been to camp before, what is an interesting conversation that you have had with a camper during lunch?*
- *What are questions that you can ask campers over lunch or conversations that you can discuss that would make them feel heard, valued, and special?*

Afternoon Outing

1:00-3:30 (Monday-Thursday)

The addition of the afternoon outing allows a location to create a full day camp for the benefit of parents and childcare. It is not an essential aspect of the camp; however, it does allow a playful aspect of camp that is not heavily programmed where there is more time for relationship building. This could be accomplished by staying on site and having games/activities. The afternoon outings are similar each year and create “tradition” and expectations of a special field trip. (i.e. Bowling, The Splash Pad, or Mini Golf)

- *What was an outing that you attended as a child that meant something special to you?*
- *What aspects of that outing made it special?*

Snack & Leader Meetings

Snack: 3:30-4:00 (Monday-Thursday)

Morning Meeting: 9:00-9:30 (daily)

Post Camp Meeting: 4:35-4:45 (Monday-Thursday & extended for debrief on Friday)

A time for campers to enjoy a snack in their table groups after their outing, reflect on the day, and learn announcements for the next day. Parents/Guardians will slowly begin to trickle in to pick up their children. Some leaders should help campers depart while other can prepare their role for the next day. Once all campers have left, leaders will meet for 10 minutes to debrief the day.

Morning Meetings are a time for someone to share a devotion, prayer, and review the day.

- *How has a time of centreing and prayer prepare you for a day?*
- *What have been some of the most effective debrief exercises you have participated in; What made them effective?*

Parent Program

Friday @ 1:00 - 2:00

A time to meet the parents/guardians and display hospitality through food and refreshments. In a program format, campers will share with their family, friends, and community what they have learned, presenting their favourite songs, the stories they learned, and “the point” of each day. This is also an opportunity to showcase campers accomplishments. Location Lead or another respected Community Member may offer a prayer of blessing over the families and the community. In conversations after the program, leaders may also use this time to offer parents/guardians an affirmation about their child and build connections for further follow-up.

- *Think of a time when you were excited for your parents/guardian to come and meet your teacher/leader; What were you most excited about?*
- *Was there ever a presentation you were involved with that you were proud of?*

Activity 4: Character Cards

People in the City/Situations (Blue cards)

Newspaper reporter - wants good frontline newsworthy stories and has a deadline

Delivery man - does different deliveries and runs into all kinds of crazy situations

Naaman's Servant Girl - does the unexpected for her master who is sick with an incurable disease

Boy with lunch - shares even though what he has to offer seems way too small for the situation

Widow in Zarephath - steps out in faith when asked to give her last bit of food to a stranger during a famine

Orphan girl - takes action when she finds herself in the middle of an evil plot that could annihilate her entire race

Diplomat Boys - young refugees get positions of power in government, but then need to stand up for what they know is right/truth even if it may cost them their lives

Hero Types (Red cards)

Test-tube Transformation - can shoot a sticky gunk out of his hands - YUCK! But beware of water: it washes this superpower clean away.

Beakers of Bulk - a superhero that is strong and only eat veggies, but sadly he is not too smart

Mental mishap - character that can read minds, ultra-genius but cannot throw a punch

Goggle Boggle - has x-ray vision but needs strong glasses to read a newspaper

Amphibious Anomaly - can breathe underwater but is useless away from water

Vocabulary: (yellow bubble type captions on cards) Bop! Biff! Bam! WOW! Pow!

Splat! Kapow! Bash! Sham! Buzz!

"Up, up and away..."

"Here to save the day!"

"My job is done"

"No problem too small or big"

"Never fear! I'm here"

Accessories: Cape, goggles, gloves, masks, lab coat, hats, big glasses, UPS uniform, empty pizza box, black gown/grad hat, lunch box, oil flask

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