

# **Kid's Kapers Training**



## **Equipped to Impart Location Lead & Volunteer Guide**

Designed By: Kati Sherman

A note to Location Leads and Volunteers from the Training Designer:

I have always loved working on projects with my mom! (read *Appendix: A History of Kid's Kapers* to learn more about Harriet) Some might say our partnership began when I was a young child... We would be on our way to somewhere in our family van when she couldn't help but see something along the side of the road. "Kati, do you see that chest just sitting there? Can't you just imagine it on a pirate ship?!" And with that she would pull over and we would haul our loot into the back of the van. With the childhood dream of being an Executive Assistant, in the early years of Kid's Kapers I would often type out and format my mom's emails, registration lists, training agendas, and other camp resources. Thus, we learned how to communicate with one another early on. From my mom I learned how to dream, how to take initiative, how to work hard, and how to love people with joy.

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.

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,

Kati Sherman

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## Who

There are three types of leaders at Kid's Kapers (KK); however, this training is for Location Leads and Volunteers.

		
<p><b>Locations Leads</b> are the acting “Camp Directors” for their neighbourhood. There may be one or two at each location. They are coordinating their team and doing most of the admin work (i.e. registration, paperwork, expenses, etc).</p>	<p><b>Volunteers</b> are adult community members or friends from outside the community.</p>	<p><b>Jr. Helpers</b> are typically KK alumni that are in High school and are looking to develop their leadership skills and collect their volunteer hours (some secretly wishing they could still participate in all the action as a camper)!</p>



## Current Situation

Over the past thirteen years, KK has been hosted in 14 different neighbourhoods and over 2,500 children have participated! (See appendix: *A History of Kid's Kapers* to learn how this all began) A team of four women, who refer to themselves as *the four moms*, have developed a Bible-based curriculum of eight fun-filled themes that would be appropriate for a camper from an unchurched and a non-western background. In 2018, they began to shift their energy from curriculum development and logistics to developing a reproducible model. They wanted to focus on equipping Christians to re-imagine a camp right in their neighbourhood.



In past years, they had hired their own student summer workers that would play a major role in executing the KK program, thus community volunteers held less responsibilities. Now KK was decentralizing so that a multiplying effect could take place. The curriculum was initially created for a one-week day camp (Monday to Friday from 9:30AM-4PM) However, there is also flexibility for Location Leads to use the curriculum in different formats (i.e. an after-school program that meets weekly).



## Desired Outcome

Before Location Leads and Volunteers leave the training they will have:

- an **enlarged** vision for how a children's camp/program might impact their neighbourhood
- **determined** what components of camp are manageable for their context
- felt **empowered** and **encouraged** to prepare for their role and responsibilities with clear action points
- **fostered** greater relationships within their team and understanding their need for one another
- **set steps** to leverage support networks where they have identified gaps (ie. local churches, ministries, schools, MoveIn teams, friends, etc.)
- an **increased awareness** of the need to pray for their neighbourhood



## Training Activities – the 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
12:00 PM	Lunch
12:45 PM	*Breakout Sessions: Roles
2:25 PM	Prayer
2:45 PM	Break
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.

Everyone will receive a coloured name-tag to distinguish camp neighbourhoods. Sit in tables groups with your neighbourhood.

## Activity 1: WELCOME

**Part A:** To get a better **sense** of who is in the room among us, make your way to the sign that most accurately **reflects** your involvement with Kid's Kapers. Find a partner under the same colour sign as you that you haven't met before and **discuss** the question posted. (4 minutes)

- YELLOW - "This is my first year at Kid's Kapers!"
- PINK - "I have been at Kid's Kapers for 1-2 years"
- BLUE - "I have been at Kid's Kapers for 3-4 years"
- GREEN - "I have been at Kid's Kapers for over 4 years"

Notes:

**Part B:** Two or three people will **share** their response with the large group. (6 minutes)

**Part C:** We have a lot of emotions coming into a week of camp, return to your tables and **choose** a word that most accurately **reflects** your feelings about camp this morning. If you can't find a word that suits what you're feeling, you can offer your own word. With a different partner at your table, briefly share why you **choose** this emotion. (4 minutes)

**Part D:** A few people will **share** their word with the group. (5 minutes)

**Part E:** Given the ways we have seen God work in the past and the feelings we have about coming into camp training today, let us open in prayer. One volunteer to pray for the training day.

## Activity 2: TEAM VISION BOARD

For some children, attending KK has been within their first weeks in Canada! With little confidence in their English speaking ability, leaders have seen campers bloom as their fear of language in a new culture diminishes.

One family was concerned about allowing their son attend camp. They asked their Location Lead many questions about what would be taught and after much discussion, he was allowed to come. To everyone's relief, the boy enjoyed the program so much that he would call his grandparents in Pakistan each night to share with them everything that had happened at camp that day. On the last day of camp, he even facetimed them to proudly walk them through his scrapbook he had created. We never know the ripple effect we are having!

Harriet was invited to an 18th Birthday Party for one of her previous Jr Helpers. At the party, Harriet was surprised by the recognition that the young girl's father attributed to camp for helping her with her confidence. She had typically been shy; however, after camp she sought out more leadership opportunities in her classroom and even in student council.

**Part A:** Camp is a catalyst for greater relationships within the community. Surely you are not here by accident. God wants to use your life, giftings, and experiences to **ble**ss campers, families, and other volunteers! Are you open to the Holy Spirit moving in and through you? Hopefully you can use this board as a way to **see** more than yourself. Perhaps it might inform you how you fit into the bigger picture. If you find it would be helpful, you may bring this vision board to morning meetings during camp where it can be used as a tool to **anchor** your team and a way to **recognize** change throughout the week.

Use the sticky notes to write your own responses to each section of the Vision board.  
(5 minutes)



<b>Vision Board</b>		
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?

**Part B:** In your table groups, **discuss** your neighbourhoods' vision board. Some suggested questions to **facilitate** conversation: (15 minutes)

- *What **stands** out to you about your vision board?*
- *What is something that **surprises** you?*
- *What similarities and differences do you **see**?*
- *How can your team **address** the barriers listed?*
- *How can you **engage** the partners listed that you have not yet engaged?*

**Part C:** Write down something you have **learned** from this exercise that you personally want to **take-away** with you. (5 minutes)

## Activity 3: A DAY IN THE LIFE

Have you ever wondered how it is possible for 7 hours to fly by in a day when you're spending it with thirty, forty, or even fifty children? The good news is that there is so much action packed into a day of camp and not a lot of room for anyone to get bored! (Refer to Appendix: A Day in the Life) But, it's not about "keeping kids busy" with activities. It's also not a week of "summer school". Kid's Kapers is about investing in relationships and creating space for campers to explore themselves and a God that loves them. Thus, a day at camp is designed with great intentionality. In fact, a day at camp is a like a meal with many courses. When a camper arrives in the morning, you don't want to feed them a steak; rather, you want to give them an appetizer that will prepare them for the main meal...



**Part A:** Form a group with two or three, preferably with people who were in different groups than you in "Activity 1" (to get a mix of newbies and old timers in your group). Around the room there are various stations marked by a paper on the wall. **Read** the paper and **discuss** the questions as a group. At the sound of the bell (approximately 90 seconds), rotate clockwise to the next station. For those who are attending KK for the first time, this is a chance to **understand** the flow of each day. For those who know the KK ropes inside and out, this activity is a **challenge** to think about the intentionality that you can **bring** to each moment of the day. (18 minutes)

**Part B:** After walking through a day at camp and considering the various opportunities that you have, write down a few takeaways that you want to remember. (3 minutes)

A large, empty rectangular box with a thin black border, intended for participants to write down their takeaways from the camp experience.

**Part C:** Have a few people **share** one takeaway from Part B with the whole group. (5 minutes)

**Part D:** Choose one takeaway and write it on a cue card with your name on it. Hand it to your location lead and they will give it back to you during morning meeting on your first morning at camp. (1 minute)

## Activity 4: BRINGING THEME & STORY TO LIFE

**Part A:** Storyteller will share the first day story. (5 minutes)

The theme of the week is not for the purpose of merely making our sign-up forms and t-shirts look good. Rather, the theme is woven into every aspect of the day to bring the point of the day to life! In fact, it's not just the decor and activities that bring the theme to life, but the character that YOU get into, and the way YOU engage with campers that will help them to imagine that they are no longer in their neighbourhood. Can you imagine a child at Disney World? As much as the set and the music invoke feelings of a different world, it is often a child's interaction with a much-loved dressed up character that invokes the greatest level of awe and wonder!

The point being, when you are at a learning center, serving goldfish and pringles you are not going to say to a camper "Do you want some goldfish and pringles?" Rather, you are going to say something like "I was out at the wharf early this morning and this fish is fresh! Tuna, cod, whale, shark...! Come get your fish and chips. Surely you'll need somethin' in ya for the day ahead!" Can you feel the difference? It's small, but now imagine if this camper circulated to all the learning centers and various leaders continued to interact with them in this sort of role play. By the time they get to *Together Time* and the MC starts setting the scene of a great storm and a shipwreck, they are ready and open to actively listen and receive.

**Part B:** So, let's give role play a shot! **Imagining** that the front of the room is a park bench in the city, we will take turns getting into character. Make two lines on either side of the Bench. Everyone will grab 3 cards: one with an expression (some hero vocabulary), one with names of people from the city (the character you will talk about or become), and one with a superhero description (which you will also bring into your conversation). Next, each person may get a prop from the basket to suit themselves. There will be two people on the scene at a time. Interacting with the other character, use the words on your card and your chosen prop. (20 minutes)

The interaction should be 60 seconds before the timer goes off and the person who has been on the scene longest will exit toward the same line that they came from. The timer will reset and a character from that line will then replace them on the scene.

**Part C:** Write down something you've **learned** about role play through Part A & B.

## Activity 5: WORSHIP PRACTICE

“Sulaman - stop singing in your bed, you need to sleep now!” It is not uncommon for parents to tell us that their child will be singing camp songs when they get home. In fact, campers often remember songs for years after camp. Thus, KK has never hosted a camp without singing and dancing... and we take it seriously!

**Part A:** Stand to your feet and spread out across the room. We're going to learn a few new camp songs for this year!

### DURING LUNCH

Take a look at the signs posted on the back wall. Amongst your team, each role on that wall will need to be accounted for. During lunch, your team will discuss which role each person is interested to take, with the Location Lead making the ultimate decision. From there, we will go into breakout sessions according to our roles for a more intensive training.

*Which roles would be energizing for you?*

*Which roles might be challenging for you?*

*Notes on your Role*

# APPENDIX

## A History of Kids Kapers

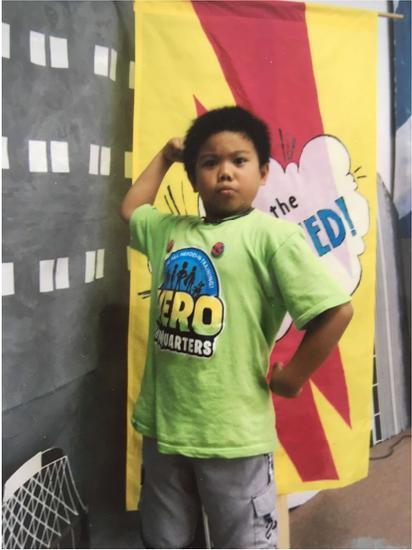
In 1995, Children's Pastor, Carol Wiebe, ran her first Vacation Bible School (VBS) camp outside of Toronto, in the suburbs of Markham at Unionville Alliance Church (UAC). Carol had a vision to provide an excellent full-day camp program that would not only impact church families, but also families in the surrounding neighbourhood. With a VBS program in the morning and a field trip after lunch, Carol called her 5-day program *Kid's Kapers* (KK) and families loved it! Church families brought their neighbours and parents recommended the camp to other parents. Registration demand grew to the point that Carol would hire six to eight student summer workers to run six weeks of KK, with an average of eighty campers each week.

Harriet Sherman was a UAC Sunday School teacher. Having four children of her own, she was excited to partner with Carol by decorating the basement of the church with the goal of bringing the theme to life and stimulating the imagination of campers. She also took on the challenge of designing the daily crafts from recycled materials that campers would proudly display in their bedrooms for years afterward. Harriet enjoyed working under Carol and their camp partnership, however, she also experienced a restlessness living in the suburbs.

Before moving to Markham and becoming involved in kids' ministry at UAC, Harriet had served for ten years with Operation Mobilization (from 1982-1985 and 1989-1996) where she distributed Bibles and Christian literature in communist and then post-communist Eastern Europe. With a burden for unreached people groups, in 2006, Harriet received Carol's blessing to bring KK to a neighbourhood predominated with new immigrants in Toronto. They referred to this "off-shoot" as *Kid's Kapers Hits the Road*. Many hands jumped in to make this week of camp happen; however, Trish West, Bernice England, and Mary Graham committed to work with Harriet year-round to adapt and execute an appropriate program for this new context. Each of these women had been active in UAC's children's ministry, with their own children attending and working at KK. They began to meet early on Thursday mornings to pray and plan for camp, eventually referring to themselves as "*the four moms*"

Donwood Park was a community in Toronto just a twenty-minute drive from UAC and with many newcomer families from Pakistan, India, Sri Lanka, Afghanistan, North Africa, and more. Muslims were especially drawn to this neighbourhood as a result of a prominent mosque across the street from a cluster of mid-rise and high-rise apartment buildings.

The four moms continued to adapt a week of KK to Donwood Park for six summers before Harriet and her husband decided to *MoveIn* to the neighbourhood. Harriet began to meet other *MoveIn*ers who were interested in hosting a week of camp in their community with the hopes of strengthening their relationships with neighbours.



## A Day in the Life

<b>Description</b>	
<b>Meeting</b> 9:00-9:30 (Daily)	Morning Meetings are a time for someone to share a devotion, prayer, and review the day.
<b>Learning Centres</b> 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.
<b>Together Time - Worship</b> 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.
<b>Together Time - Story</b> 10:20-10:30 (Daily)	Five different Bible stories (one per day) are highlighted through varying mediums year to year (i.e. 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.
<b>Table Time</b> 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.
<b>Recreation Time</b> 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.

<p><b>Craft Time</b> 11:20-12:00 (Mon-Thurs)</p>	<p>A time for campers to work with their hands and create a more polished product. Crafts are often created with recycled materials, however, with much love goes into the preparations so that campers create something they take home as a keepsake.</p>
<p><b>Lunch</b> 12:00-1:00 (Mon-Thurs)</p>	<p>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.</p>
<p><b>Afternoon Outing</b> 1:00-3:30 (Mon-Thurs)</p>	<p>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)</p>
<p><b>Snack</b> 3:30-4:00 (Mon-Thurs)</p>	<p>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.</p>
<p><b>Post Camp Meeting</b> 4:35-4:45 (Mon-Thurs)</p>	<p>Once all campers have left, leaders will meet for 10 minutes to debrief the day. When camp has concluded on Friday afternoon, there will be an extended meeting to debrief and celebrate.</p>
<p><b>Parent Program</b> 3:00-3:45 (Friday)</p>	<p>A time to meet the parents/guardians and build relationships beyond the children and camp. This is a time for the children to share with their family, friends, and community what they have learned. Campers will present 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.</p>