THE GLOSSARY

KEEPING KIDS IN CAMP.

SET A PRE ESTABLISHED PLAN "LIKE FIRE DRILLS"

When you know a participant may struggle with a behaviour, create a plan together while they are calm. Choose a safe place and simple phrase that signals what to do.

- Runner: a safe place to run or move.
- Yeller/hitter: a space to step away and regulate.

Plan ahead so everyone knows what to do before the behaviour happens.

TEACH VS TROUBLE

When behaviour happens, ask: "What skill is missing, and what can I teach?" Teaching the skills needed to improve behaviour rather than punishing "bad" behaviour.

"You're not in trouble but what you did was not ok. I'm here to teach you what to do instead."

SIMPLE IS CLEAR AND CLEAR IS KIND

As a leader clarity in your instructions is essential. The simpler and more straightforward you make your directions, the easier it is for kids and youth to understand. When instructions are clear, everyone feels more confident and comfortable participating. No one likes feeling confused or unsure about what to do, so simplicity equals kindness in this context. Especially during transitions – make sure to share, what, how, when, where.

ASK QUESTIONS INSTEAD OF MAKING STATEMENTS

Reframe a statement to a question to put ownership of the action on the participant.
Example:
Option 1- "out of the water please" "you need to get out of the water"
Option 2 - "(Name) where are you allowed to be right now? But where are you standing? Ok could you please move to the sand while we wait for everyone?"

DO OVER: When there is a conflict have the participant redo the situation with your support.
Ex. someone rips a toy out of someone's hand - say "I'm going to to show you how I would have asked, then you're going to try it"

"OBSERVER" Watching and spending time with a leader but not participating at the moment. The leader still shows compassion and points out when someone has done something positive. You can also have them help with a task to build trust.
Ex: "Can you go put this in the garbage? Can you help me carry this?"

TOWN HALL: If there is an ongoing miscommunication or argument, have the participants come together and have each of them share what happened from their perspective. You can usually end with "it sounds like there was a miscommunication. What can we do next time?". The particpants feel heard, seen and usually are able to reset.

CONNECT BEFORE YOU DIRECT

Instead of leading with directions, discipline or correction, first validate the child's feelings, show understanding and show that you see them. This helps the child feel safe and regulated. Once connected, children are more receptive to guidance, making correction more effective and respectful.

REFLECT BEFORE YOU DEFLECT:

Pause and look inward before blaming or correcting someone else.
Ask yourself:
What might I be contributing to this situation?
What could I have done differently?
Am I reacting to the behaviour—or responding to the need?

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