

Buddies Not Bullies



Welcome to Buddies Not Bullies Mentor Training. We are thrilled to have you join us on our newest and most exciting adventure to date – the “YOU-Nique Social” Day Camp! We are really looking forward to not only having the opportunity to share some of our ideas with you, but also to have you share your ideas and creativity with us.

Buddies Not Bullies was created 10 years ago to help build strong, healthy relationships in our community – especially for kids. While lots of us find getting along with others pretty easy, there are some kids that don’t come by their social skills as naturally or as easily. That’s where you come into the picture... We believe that kids can learn a lot from each other, and when kids are playing they can learn even more! You were chosen to participate in Mentor Training because you have the potential to be a leader – someone who can really make a difference in the life of a child. You just never know when the opportunity to make a difference might find you!

The Buddies Not Bullies “YOU-Nique Social” project has three main goals. First, as mentioned before, we want to give older kids opportunities to learn some helpful leadership skills and put them into practice. Second, we want to help younger kids to learn some skills that will help them to get along as they make new friends, or to take good care of themselves should they run across other kids who might not be so kind. Finally, our goal is to make the “YOU-Nique Social” experience fun!

In your training manual you will find lots of tools to help you along the way. Please make sure that you bring it along to each day of training and camp. There are several sections that are going to be really important for you as we go through this process. One of the most important sections is the camp schedule and activities. The schedule will tell you which groups will be participating in a given activity at a certain time. The camp activities are broken down into two areas according to age groups. You will need the activity descriptions to help you work with your group of campers, so please make sure that you understand the activity that you are in charge of. Each activity has a specific purpose, or skill, that is being taught. We want you to be creative and add your own spin to activities so feel free to embellish so long as you stick to the general ideas and skills.

Some of the kids we will run into here at camp may present some special challenges. However, the vast majority have no significant difficulties. We want you to be prepared in the event that we have Campers with special needs, so we have included some general guidelines and descriptions that might help you to better understand different kinds of kids. We all have “You-Nique” personalities, talents, and quirks – some that make us really lovable and some maybe not so much... Some of us need a little extra coaching to be successful, and some of us make lots of mistakes as we are learning. Our campers need to know that we care about their success and understand that they are doing the best that they can at the moment. We need to keep this in mind during camp. We are helping all of our campers to learn new skills, but we also want them to have fun!

The Buddies Not Bullies Staff will do everything that we can to help our Mentors be successful and have fun as well. Great leaders step out of their comfort zones, stretch their skills, listen well, ask lots of questions, and share ideas. We are here to support you as you grow into the leader that we know you can be!

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Candy Kisses

Purpose: This interactive game helps children appreciate others who might have difficulty with fine motor skills.

Materials Needed: Oven Mitts or over-sized gloves; Candy Kisses

Procedures:

- ❖ Talk with the children about what types of activities they can do with their hands
 - Give some examples – painting, catching/throwing balls, eating, carrying things, etc.
 - Ask what they are good at with their hands, and what they have more trouble with.
 - Explain that some children have more difficulty than others making their hands work as quickly or effectively as other children.
 - This might make us not want to include others in activities requiring our hands.
- ❖ Explain that in this game the children are going to have the opportunity to learn what it might feel like to have limited/ineffective use of our hands and fingers.
 - Remind them to keep in mind how they feel when they run into trouble.
- ❖ Everyone enjoys Hershey's kisses.
- ❖ Divide your group into two teams and have two bowls of Hershey's kisses at the other end of the room.
- ❖ Give each team one set of over-sized mittens or gloves.
- ❖ The first person in line runs to the bowl of kisses, and has to unwrap the kiss while wearing the over- sized mittens/gloves and pop the kiss into their mouth.
- ❖ They run back, tag the next person in line, and exchange the mittens/gloves and the next person runs forward to get a chocolate kiss.
- ❖ The winning team is the one in which all members have enjoyed a kiss first.
- ❖ Discussion:
 - Ask the children what it was like when: their hands had troubles; other children were having troubles (impacting the team); they were cheering on their teammates, etc. Did they find themselves frustrated with others because they wanted to win? Did they want to help others who were having more troubles?
- ❖ Remind the children that every BODY is/works different and how important it is to be encouraging to others!

Sherlock

Purpose: To teach children the importance of paying attention to details, AND the advantages of working together as a group.

Materials Needed: None

Procedures:

- ❖ Divide the children into two groups.
- ❖ Pull aside one group so that the other group cannot hear the instructions you give them.
- ❖ Tell the first group that they will stand in a line facing the second group for one minute.
- ❖ Tell the other group to carefully observe the first group for one minute.
- ❖ When the minute is up, the second group must turn around so that they cannot see the first group.
- ❖ At this time, the first group will circle up and change 10 things about themselves. Possible changes include switching shoes, removing jewelry, tucking in a shirt or changing a hairstyle.
- ❖ While this group is making their changes, the mentor should distract the second group and keep them from peeking.
- ❖ The groups should then line up again, with the first group lining up in the same order as before unless they want that to be counted as a change.
- ❖ Challenge the second group to discover what changes were made.
- ❖ Next, have groups switch and repeat the task.
- ❖ When they have completed the activity, talk with the children about Sherlock Holmes.
- ❖ Share with them the distinction the character makes between seeing and observing.
- ❖ Invite the children to explain the difference and to discuss the importance of paying attention to details.
- ❖ You may also want to discuss the advantages of working together as a group.

Hot Chocolate River

Purpose: Communication and working as a group

Materials Needed: Masking Tape – to mark the edges of the “River”; Paper Plates

Procedures:

- ❖ Lay two ropes on the ground parallel to each other, about 20 feet apart.
- ❖ Have the campers line up on one side of the rope, and tell them that they are looking at a giant hot chocolate river.
- ❖ They must get their entire team across the hot chocolate river, but it is too hot to swim across and too deep to walk across.
 - Obviously, they cannot walk around the river, since it does not end just because the ropes do.
- ❖ The only way to get across is by using the large, fluffy marshmallows that you provide (paper plates).
- ❖ Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage).
- ❖ Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.
- ❖ Give the campers about eight or nine paper plates, so that they have enough to get across with one or two left over.
- ❖ Advise the group that this challenge isn't about physical abilities, but rather it is about communication.
- ❖ This seems like a simple exercise, but kids may have some trouble with it.
- ❖ It will take some time for them to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being “anchored down.”
- ❖ Possible debrief options include:
 - Team Responsibility (did it matter if only a few of you made it across the river?)
 - Communication (the importance of checking on the person behind you before stepping onto the next marshmallow)
 - Individual Strengths and Weaknesses.

Shark Attack! (© 2012 Peace First)

Purpose: to explore how members of a community help each other to be successful and achieve common goals. Social skills developed: Communication, Coordination, Creativity, Patience, Paying attention, Problem Solving, Trusting others.

Materials Needed: 3 or 4 hula hoops (maybe more depending on group size), and enough space for everyone to move around freely.

Procedures:

- ❖ Explain that the floor represents the ocean and each hula hoop represents a boat.
- ❖ When players are inside of their boats (standing in the hula hoop) they are safe from the sharks.
- ❖ Players must work together to safely navigate the ocean.
- ❖ Place the hula hoops on the floor around the space.
- ❖ Explain the 3 rules of the game:
 - When “Free Swim” is called, it means that the waters are safe and everyone must leave their boats and “swim” (walk) in the ocean.
 - When “Shark Attack” is called, it means that there are sharks in the water and everyone must be attached to a boat in some way.
 - As long as no parts of the players’ **FEET** are touching the ocean, they are safe.
 - Boats cannot be moved, slid, or ruined in any way.
- ❖ Tell the players to pay attention because there may not be as many boats as there are players, and they will have to be creative in finding ways to stay safe out of the water.
- ❖ Model how to walk from a boat and “swim” to another one
 - You can use your arms to swim with strokes through the imaginary ocean while walking to another boat.
- ❖ Ask players if they have any questions.
- ❖ Begin the game by calling “Free Swim”.
- ❖ To create the conditions where players will need to start sharing boats, take one boat away during each round while players are “swimming”
 - Tip – if players are having trouble figuring out ways to share boats, remind them of the second rule – no part of their FEET can touch the floor. No rule prohibits other body parts from touching the ocean – just **FEET**.
- ❖ The game ends when boats become too crowded to share with every player.

Discussion:

- ❖ Ask the children – What happened during the game?
- ❖ What was hard about this game?
- ❖ Was it fun?
- ❖ How were you able to increase the number of people saved?
- ❖ Did any actions get in the way of winning the game? What were those?
- ❖ What skills did you use during the game?
- ❖ How can you use these skills outside of the game?