

WHAT WILL MY CHILD LEARN AT CAMP BURT SHURLY?

Camp Burt Shurly Vision Statement

CAMP BURT SHURLY...

We strive to be a place of:

COMMUNITY, where kids are safe, valued, and encouraged.

ADVENTURE, where kids are a part of amazing outdoor activities and new experiences in nature.

LEARNING, where kids are challenged and guided to reach their potential.

Summer camp at Camp Burt Shurly is provided by Title One dollars to help with ongoing learning. Your child will be in learning activities that will enhance their education. These activities take place in nature with a fully qualified DPS teacher.

In addition to these academic learning opportunities, there will be many more learning opportunities such as...

Support for Belonging

- Throughout their camp experience, youth take part in many activities designed to help them feel a sense of belonging.
- These activities may include:
 - Individual welcomes
 - Group welcomes
 - Introductions
 - Verbal icebreakers
 - Physical icebreakers
 - Challenge/problem-solving games
 - Communication games
 - Trust games
 - Get-to-know-you games
 - Self awareness activities
 - Name games
 - Reflection/planning activities
 - Partner activities

High Expectations and Positive Challenge

- All campers are encouraged to try out new skills or attempt higher levels of performance.
- Staff members provide intentional opportunities for development of specific skills (as opposed to activities with just a recreation or 'having fun' focus) for all campers in the session.
- Campers seem challenged (in a good way) by the activities.
- Activities are appropriately challenging (not too easy, not too hard) for all or nearly all of the campers; there is little or no evidence of boredom or frustration on the part of campers.
- There is sufficient time for all of the activities (e.g., campers do not appear rushed, frustrated, bored, or distracted; most campers finish activities).
- Staff members use questions effectively with campers.
- Staff frequently ask challenging questions (i.e., questions that make campers think, require more than a quick answer, etc.).

Active and Cooperative Learning

- Campers have opportunities for their brains to be active. This may or may not include hands-on or physical activities – but should include cognitive activities.
- This may include:
 - Hands-on activities
 - Problem-solving
 - Tangible products
 - Simulations
 - Games with a purpose
 - Abstract ideas and concrete experiences
 - Deliberate practice on a skill
 - Opportunities to manipulate ideas
 - Opportunities to express creatively
 - Opportunities to build with materials
- Campers have the experience of collaborating with others.
- Activities include opportunities for campers to work toward shared goals and to have interdependent tasks (i.e., campers have different tasks or roles that come together for a task or project).

Camper Voice

- Campers have a say in how they spend their time at the camp and during activities.
- All campers have the opportunity to make at least one open-ended choice within activities (e.g., campers decide roles, tools or materials, topics within a given subject area, subtopics, or aspects of a given topic).

- Staff actively encourage campers to take an activity in a new or unplanned direction (e.g., staff says, “Can you guys think of a better way to do this or how we might change this activity to make it more interesting or challenging?”)
- Staff supports campers’ suggestions/responses.
- Staff members share control of most activities with campers, providing guidance and facilitation while retaining overall responsibility (e.g., staff use youth leaders, semiautonomous small groups, or individually guided activities).

Planning and Reflection

- Campers have multiple opportunities to make individual or group plans for projects and activities (e.g., written or sketched plan for a building project, verbal plans about an art project, staff asks, “what’s your plan?”).
- There is a specific time or times for planning during the session routine.
- Campers have opportunities to look back on things they are doing and make learning connections.
- All campers are engaged in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).
- Activities involve structured times in which staff ask campers debrief questions (e.g., questions that ask campers about the experiences they had in the activity).

Nature

- Campers have multiple opportunities to experience and explore outdoor areas.
- Camp activities utilize natural and outdoor settings.
- Campers have fun in nature.
- Staff members are enthusiastic when outdoors with campers.
- Staff informally discuss and explore natural topics with campers.

Staff encourage campers to experience nature with their senses – to touch, see, taste, smell, and hear nature.