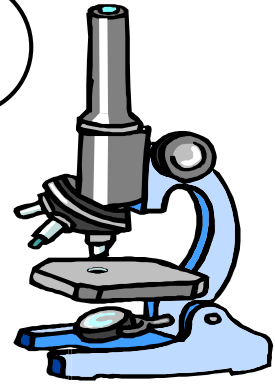


What's the "Diff"?

A "Camp Comps" Worksheet

Michael Brandwein



PART ONE: Please read the following two versions of a staff person instructing a group of campers.

Scene 1

1. Randy is teaching a new skill. Randy stands in front of the camper group.
2. Randy has passed out to the campers the object that they will be using. Some of the campers are now playing with this object instead of listening fully to Randy.
3. Randy says, "OK, now pay attention. You do 'X' like this. Listen up now!" Randy tells them how to do "X."
4. "Don't start yet. Hold on. Just watch me. Then you're going to do 'Y,' like this. Everybody got that? Wait! And then you do 'Z.'"
5. "OK, now everybody try it..."

Scene 2

1. Randy is teaching a new skill. Randy stands in front of the camper group.
2. The objects that the campers will be using are in a pile behind Randy.
3. Randy goes up to camper Jess. Jess is a quieter camper that has not made many friends and tends not to jump up and participate. Randy says, "Jess, I'd like you to be the first to know. We're going to learn this from you. I'll show you, and then you and I can show everyone else together."
4. "Thanks for helping with this, Jess; come on up here please..."
5. Randy now puts the object in Jess' hands and asks the whole group, "To get this right, do we want this object to move fast or slow?" The campers say "fast."
6. "That's right, good."
7. "Now here's the deal..." Randy moves closer to the group and kneels down, speaking with lower volume.
8. "There are three things to know about this that really make it work."
9. "Now a lot of people know about one of these things, and some know about two. But very few know about all three. You can tell that from just watching how they do it. So I'm going to tell you now—if you know all three of these things, and if you practice them and get them down, you will be an expert at this. You'll be doing exactly what the best in the world do."
10. "OK, so here are the three big things. Number one..."

11. As Randy explains it, Jess tries it up front, and Randy adjusts Jess' movements to shape the skill. "Perfect! Now here's number two.... Great!"
12. (Jess is standing incorrectly.) "OK, let's focus on our feet for a moment. If Jess stands with the feet close together like this, will that make this easier or harder?"
13. Randy gently calls on Lee, who didn't have a hand up. "What do you think, Lee? Harder? Good—now why do you think that? (Listens.) And why is that important?"
14. "So: we want Jess' feet to be what? Everybody say it please: together or apart?"
15. "Jess, try it please; tell us how that feels. How does that look to everybody?"
16. "OK, we're doing great so far. Now here's the big third thing...." (Demonstrates.)
17. "Great, so there are three things to remember. Let's all say them together, because that's a good way to remember. Jess will do them as we say them..."
18. "Let's thank Jess for doing a great job demonstrating."
19. Now Randy passes out the objects to the rest of the group.
20. They try the three steps. Randy and Jess see if they can help others.

PART TWO:

Now we'll do what we call a "Camp Comp" where we compare the two scenes we've just read. Please take a few minutes to write responses to these two questions:

- (a) **What's the diff?** (What good things did Randy do differently in Scene Two?)
- (b) **Why are each of these differences important?** (Please write a few words next to each difference to explain this.)

Please start your writing below and continue on another sheet. Here's an example:

Effective Differences In Scene Two	Why Is This Important?
1. used the campers' names	better relationship-building, higher attention, more respectful
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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