

# Junior Counselor Training Manual

October 2017



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## The Nuts and Bolts of JCing

### Before the Conference

- Check e-mails
- Read any material sent out
- Get 8 hours or more of sleep on Thursday night

### Friday Night

- If possible be here by 6 pm
- Get your JC folder from the ACC office
- Greet attenders as they come in
- Organize games (Dragons and Trolls, Fruit Bowl, Snake in the Grass)
- Keep an eye out for “lost” kids and help connect them to the group

### Meal Crews

- Find your crew 15 minutes before your meal
- Designate jobs
- Keep an eye on the flow of things
- Rotate people as needed
- Keep your crew together
- No one leaves until everyone’s done
- Keep it fun and productive

### Sessions

- When the bell rings encourage youth attenders to gather
- Spread yourselves out in the circle and encourage a single layer circle
- Encourage folks to sit near different folks (help by modeling that behavior)
- Know the name whip and be ready to give a good example
- Discourage side conversations
- Be ready to lead games, small groups and other activities

### Bed Time

- Discourage hall congregations
- Get needed items (toothpaste, nightlights, cough drops) for those who need them
- Get your own bed ready before the JC meeting (so you can quietly get into it after the meeting)

### Small Groups

- Review any material you receive ahead of time
- Ask questions of Mike and Chris until you are clear on what the goal of the small group is
- Make sure you have your small group sheets when we gather for sessions
- Keep your group gathered and focused

### Free Time

- Be aware of how the group is doing
- Be present to attenders in ways in which you are comfortable (playing guitar, playing Magic, couch piling, talking, dancing etc...)
- Be ready to start games, bring out art material or otherwise offer activities to help the group bond
- Let Chris or Mike know if there are things that need to be taken care of in the buildings, with attenders or out in the maze

### Emergencies

- Don’t panic!
- Send for help

**\*\*\*The primary responsibility of a JC is to kindle the PoHo spirit by appropriately, fully, actively and supportively helping attenders feel important to and responsible for the whole community!\*\*\***

Role modeling enthusiastic participation when Chris, Mike, a guest facilitator or a fellow JC initiates the group (i.e. to be quiet, to huggle, to sit up, to get shoes on, etc...) is one way you can support the process.

## Rewards of Being a JC

**"Ed's note covered a whole lot of the facts about J.C.ing, but he made it seem so somber - didn't get across how much fun folks seem to have doing it or the appreciation the group has for that kind of gentle, peer leadership or depth and strength J.C.'s add to the program."**

**Patsy Myers Hayes**

### **Some Benefits of Being A JC:**

Conference credits. When JCing your own age group, you attend free. When JCing for a younger age group, you attend that conference free and receive a half conference credit for a future conference.

Satisfaction. You will know that you have contributed significantly to the Powell House Youth Program.

Respect. You will gain the respect of your peers and the adults who are committed to making Powell House a nurturing experience for all.

Skills. You will develop leadership skills that will serve you well at Powell House and beyond.

Community Service Hours. You can receive community service hours for time spent JCing.

### **Can You Think Of Others?**

## Excerpts from an Ed Hayes Letter Re: The Role of JCs November 4, 1982

*With minor editorial changes by Chris and Mike October 2017*

...JCing has several parts – most of which are simple:

**First** and (in my mind) most important is setting a tone. At P.H., people usually feel open, trusting, willing to take risks, sensitive, cooperative, and other virtues along those lines. While much of this is brought without asking by the participants, some of it needs to be nurtured...A JC can encourage a lot of this by their interactions. **They need to spread around and do a lot of intentional mingling. (The biggest tension many JC's feel is in this area. A ready impulse is to hang with ones friends...)**

**Part of setting a tone happens in greeting newcomers. Make sure you connect with them. View yourself as a bridge** – bringing them into the rest of the conference. Get them meeting new people right away. Draw on the help of the rest of the attenders... Asking people in the group for help gives them a viable way to use their desire to be of assistance.

Setting a tone is important during sessions. Instead of sitting near Chris and Mike, sit near someone who is a notorious side-talker. If they start chattering, say something. Be subtle at first – though don't get frozen into that tactic if it doesn't work...

During the quiet time, encourage people to share massages. You should pick someone shy or who is a bit disruptive...and give them one. After you're done look around and see who else needs attention.

In free time; mingle, get feedback, read the pulse of the group. Know what's going on...

**Second** (and this can be a drudgery – but it helps so much) is “sheep dogging” – gathering the group so a session can start. Sometimes these two can seem never ending, and it's easy for a JC to slack off, thinking it's not all that important. But to us it is...

**Third** is...popularity. As a JC it's easy to be popular. It's even easier to get trapped into a popularity contest mentality. This especially happens JCing with 6<sup>th</sup> to 8<sup>th</sup> or 4<sup>th</sup> & 5<sup>th</sup> grade groups ... **But while popularity can be fun, it doesn't necessarily help a conference work better and can in fact often get in the way.** It's important for JCs to remember why they are here (to help a conference be as good as it can possibly be) and ask if their actions are in line with that purpose.

**Fourth**, meal crews...the secret is not to do the work yourself, but rather to get those assigned...to do it. If some people have a tendency to disappear...they need your special loving care. One other thought is that many of us will often accept any quality of work as sufficient. This can be unfair to the doer (to say nothing of the recipient) as it (a) never helps them learn to do a job properly, and (b) reinforces the attitude that anything will suffice. When leading a meal crew, it is important to give feedback and, if

necessary, have the person redo the job. (Sometimes this is frustrating as you could do it yourself quicker.) If you don't take the time with them, who will?

**Fifth**, consultations with Chris and Mike. Each night...there will be a meeting of the JCs...where we'll talk over the day. In addition, sometimes we'll meet after a session or before one. **At these times, your honest and direct feedback and criticism is vital. Let us know what's going on – both the good and, most importantly, the bad.** Also, if you have perceptions – or have been told something by a member of the group – don't wait until the meeting. Grab one of us and tell us right away.

**Sixth** is a certain amount of personal consoling/advising a JC sometimes does...This can range from talking to someone who's homesick or lonely or miserable to someone who has tensions at home to someone who has had a recent crisis in their life or whatever...**The one rule of thumb I'll share here is don't take on a situation you don't feel you can handle...**don't be reluctant to either come to Chris or Mike for help or to pull one of us into the situation on the spot. We all cannot handle everything and we're foolish if we think we can.

**Seventh** is a certain amount of rule interpretation and application. At times (not often) you may need to remind people of the rules or handle a situation where a rule is being violated. Several thoughts...one should not be a JC if they are uncomfortable with rules (as, indeed, one should not come to a conference if they are unwilling to live by the rules). Most people respond if spoken in a reasonable manner. The participants – with the sense of responsibility they bring – reduce to an absolute minimum the number of situations where the spirit of the rules is not upheld. Don't be afraid to pull Chris or Mike into the situation. Whether you pull us in or not, update us on the situation as soon as is reasonable.

**Eighth** a JC will be asked to lead a small group. In this case, the facilitators will brief you in-depth as to what to do. **If when we brief you things are unclear, keep asking questions until you know what is expected of you and how you're to do it.**

*“The purpose of the Powell House Youth Center is to be a gathering point for young people. The basis for all that goes on here is spiritual. From this basis, growth is fostered – growth of love, leadership, acceptance, honesty, sensitivity to the needs of others, and self-knowledge.*

*“These elements become a way of life. We translate spiritual light into the realities of day-to-day living.*

*“There is risk involved in living honestly and openly. The purpose of the Powell House Youth Center is to be a place where it is safe to be vulnerable.”*

November 1974 Planning Conference

### **Building Peace, Building Peacemakers : A youth program experience**

Mike Clark and Chris DeRoller Fall 2006

There is the old saying about trying to solve problems or resolve a conflict when they could have been prevented. “It’s like shutting the barn door after the horses got out.” We don’t often ask ourselves if we really need to shut the barn door at all. Can we teach the horses to stay inside? Can we let the horses wander? Can we teach them to shut their own door when bad weather or danger threatens?

In the Powell House youth program we try to build a culture of peace before there is a need for intervention and peacekeeping. People here have conflicts and problems, but not as many as one might expect. **We are intentional in creating a routine and a culture in which youth: 1. Experience internal peace, 2. Are peaceful with others in our group and then 3. Move that bubble out into the world.**

One key to building a peaceful community is listening. We do that in many different ways through the weekend, so each person feels they have been heard and has spent a great deal of time listening to others. **We start group sessions in a single layer circle. Each person can see, and be seen by, everyone else.** A name whip, whether serious or silly, gives each person a chance to be listened to by the whole group. “News of Me” out of the silence closes the Friday night sessions. Youth share anything they want about their lives. It is explained as an offering to the group, a sacred glimpse into their life and that we just hold that offering for a moment, without commenting or giving advice, before the next person shares at random.

**Small group discussions are an integral part of each weekend** and usually are facilitated in the way of a worship sharing. – taking turns, speaking once until all have spoken, speaking for oneself only and from your experience, and speaking to the topic instead of responding to others. We will often have small groups discuss an issue that has arisen and report their comments back to the whole group.

**We play games all the time.** They help us get to know each other, to touch physically and to share emotions together. They break down barriers of communication and open

up hearts. **When we laugh together, it is harder to yell at each other.** A good game at the right time can bring the whole group together and change the social dynamic. They provide a good way to rotate leadership through the group. They make us aware of our responsibility for each other.

On the individual level, the youth and adults who come to youth conferences experience various ways of centering. There are obvious activities like seated meditation, tai chi and chi gong exercises, yoga, guided meditations, and deep relaxation exercises. Others are more subtle as they are incorporated into the routine: self space (an individual quiet-time for an hour on Saturday afternoon); reading bed-time stories out loud to the whole group while they silently exchange back rubs; massages; night-time walks; beading and other crafts.

**We encourage the youth to take care of themselves physically as well.** They get good, homemade food and we encourage them to eat well. There is a set bedtime because lack of sleep can prevent us from dealing with conflict in a positive way.

**Physical closeness is an integral part of the youth program.** Games and exercises encourage the physical touch that extends to big piles of kids during free time. The physical intimacy is part of the emotional and spiritual intimacy that the youth feel – a wholeness of being. It is easier because there is an agreement that there is no sexual activity during the conference.

**The behavioral expectations are clear. They are the same for adults and youth.** Everyone is expected to participate as fully as they are able. There are opportunities for centering, listening, having an audience that listens, sharing work, and being responsible for our messes. There are reminders of our responsibility to help make sure others are okay emotionally and physically during the weekend. **When someone is unsure if they should do something, they are to answer the three nurture questions: Does it nurture me? Does it nurture this group? Does it nurture the Powell House Community?**

Stopping a fight or transforming a conflict is important. Building relationships (particularly between those who would not normally be friends) and a group dynamic that will help us through those moments are just as important. We get a good opportunity to put that into practice in youth conferences. The things we do, however, are not unique to here. We have learned much of these in adult groups in different places. Attenders can share these techniques and attitudes in many of the groups in which they participate in their daily lives.



## **Spirit: The Magic Ingredient**

By Margaret Obermayer  
From the May 2006 Issue of SPARK

EarthSong: We sat in the warm sun and watched our seniors take flight. EarthSongs are notoriously hard (as a matter of fact our Powell House Youth Director Chris always says she wished she didn't have to go to EarthSongs, they are too rough on her). We watched with tear-filled eyes as our seniors sat in front of us and told us how much Powell House has changed their lives. They spoke of the love, of the acceptance. They spoke of the beautiful people and the amazing, crystal moments. They told us that they would never leave us in spirit. They would carry Powell House with them for all their lives.

I think this snapshot of one of my Powell House moments holds some of the essence of what makes the Powell House Youth Program such an amazing experience. Powell House changes lives. It has changed my life. It has helped me grow fully into myself, in even the three short years that I have been attending conferences. Just ask Chris or Mike, when I first came to Powell House I was very quiet and shy, and didn't spend much time with the other teenagers. Boy, do friends who know me now laugh when I tell them that. But it is true. Really. Powell House is a safe and loving environment that helped me to see people, not as strangers, but as friends. I am now at a place where I am excited about engaging the world, and I'm not afraid of pushing my limits or stepping out of my comfort zone. I know that this is partly due to the community that I found at Powell House.

We talk a lot at Powell House about the "magic ingredient," that special something that makes Powell House what it is. Although I know that most likely other youth attenders will disagree with me, I think the "magic ingredient" at Powell House is the Spirit. **We have not just created a community at Powell House, we have created a Covenant Community based around the Quaker Testimonies and deeply grounded in an experiential knowledge of the Light Within. When we ask ourselves the three nurture questions (for those of you not up on your Powell House slang, they are: Does it nurture ourselves? Does it nurture others? Does it nurture the Powell House community?), we are creating a covenant agreement with ourselves and with the community, an agreement that we will care for ourselves and everyone else.**

I would challenge the young Friends who do not think Powell House is based on Quaker testimonies and a uniquely Quaker understanding of God, to tell me what it is that they like the best about Powell House. I think that they would find that what they like the best are the things that are most clearly Quaker. If you were to envision a community that lived by the Quaker Testimonies of equality, simplicity, peace, and integrity, I bet that community would look a lot like the Powell House youth group.

**For me, the best thing about Powell House (although it is a tough choice—there are lots of good things about Powell House: the Pata Pata and Wink 'em spring to mind) is the fact that I can walk through that door at the beginning of a conference and many, many people will come running to give me a hug. The very best thing about Powell House is that everyone is welcomed and loved. Differences do not melt away at Powell House; they become the colors in the tie-dyed tapestry of a community bound by Spirit.**

## Powell House

This past weekend I went to Powell House, which, I must start, by saying, is, has been, and always will be an amazing place. Lately I haven't been going to PoHo very often. Last year I went to Oakwood in Poughkeepsie and didn't get home until 6:00. Weekends were busy with homework and friends who I no longer saw in school. This year, just ending, I was back at my old school and had more time, but still I determined that I didn't have enough time to devote a whole weekend to a set purpose. And then I found myself at the end of the year. No homework, no school, my friends had left on vacation; I wouldn't be doing anything this weekend. Then I remembered I was signed up for PoHo. I packed and we drove up.

This past conference we were encouraged to compare the social situation of Powell House to that of our school. That made me think. Why *isn't* school like Powell House? How come everyone at school isn't happy and loving and begging to give you a hug? Is it the kids? Are the kids at PoHo just already like that? I, for one, am *not* the same at Powell House as I am at school. So is it the coordinators? Is it that they listen to what you have to say and understand that everyone is important and amazing? I'm sure that's part of it, but there's something more... **It's the space, the feeling when you walk in that everyone is friends on sight, that everyone loves everyone else; even if you don't quite know each other yet. You just walk in and you know that here, here finally is a place that you can just open up and be yourself and blend into the love and perfection.**

So I propose we make the world more like that. Even if you've never been to PoHo, you should get the general idea from what you've just read. **What if when people went to college to become teachers, they were taught to be caring and to listen to what their students had to say? What if kids were taught in kindergarten to hug more and discriminate less. What if conflicts didn't need to be solved?** I mean, I don't think I've ever heard an argument at Powell House. So what if the world was like that? Would the same thing happen to our world leaders and our parents if we put them in a place like Powell House?

Audrey

# Community Building

(How a bunch of individuals come together and begin to relate to each other as individuals and as a group. It is the process through which a group begins to feel **comfortable** together and **committed** to each other.)

## The Purpose of Community Building

- Create an atmosphere of acceptance and commonality in which all are included
- Facilitate shared experiences as a basis for beginning and deepening relationships
- Work toward the formation of a group identity in which all members feel supported, and supportive

## Stages of Community Building

These stages overlap and can occur at the same time.

1. **Getting to know one another:** The group has come together for the first time or series of times. Individuals know one another at different levels of familiarity. The purpose at this time is to help the group interact and include those new to the group.

### Techniques:

Games - Name Games: Name Whips

Team games: Giants, Wizards and Elves; DoDo

Circle Games: Primate Bellows, Swami

Whole Group Games: Outbreak; Musical Butts

Values Clarification Exercises – Spectrum, Four Corners, Pair/Pare Downs

Group Activities – Group Collage, Work Projects, Moonlit Walks

Group Dialogue – Wagon Wheel, Small Group Discussions, Brain Storms

2. **Deepening Relationships:** The group has met together for a while. Individuals begin to have a sense of the other individuals present in the group. A sense of trust is developing and a feeling of commitment is beginning to emerge. The purpose of this time is to deepen relationships that are forming and to affirm the presence and value of these relationships.

### Techniques:

Affirmation Experiences – Affirmation Circles, 3-way Massage

Sharing Feelings – Small Group Discussions, Fish Bowls

Practicing Honesty in Relationships – Group and one-to-one discussions, dealing with conflict tenderly and openly.

3. **Forming a Group Identity:** After a group has met together several times a sense of “who” this group is will emerge. A feeling of “belonging” and of shared experiences and values will help individuals become closer, more trusting and more caring of each other. This sense of group identity can be fostered so that the group remains open to new members.

## Things to Remember

Community Building and Community Dissolution are constantly taking place at one level or another. Different people have different inclusion needs. Some will connect through games, some through discussion, others with work projects. The first stage of community building needs to take place over and over again, each time the group meets. Individuals will be able to identify their own inclusion needs and suggest ways that they can be met. **Listen.**

# From Axioms of Community Building

Rabbi Saul Rubin

## **Extraordinary Respect For the Sacredness of the Individual**

The belief that each person is unique is the essence of respect. We have stories to tell, stories that provide wisdom about the journey of life. What more have we to give one another than our "truth" about our human adventure as honestly and openly as we know how?

- 1. Do you agree?*
- 2. What's a JC's role in creating the space for this to happen? (Think different age groups here)*

## **Respectful Listening**

Listening is an art. In conversing we often hear halfheartedly: our minds focus on formulating a rebuttal. Listening means to be fully present unto the speaker, reflecting on the words and feeling the tone under the words.

- 1. Have you experienced being really listened to?*
- 2. What's a JC's role in creating opportunities and space for this to happen? Is it different for younger groups (4<sup>th</sup> & 5<sup>th</sup> graders) than for older groups? What might get in the way of real listening in these different age groups and how might you help get around these things.*

## **Honor Silence**

Silence serves many purposes. It enables us to center. It permits us to sort out thoughts, feelings, and intuition. It provides privacy so we may retreat into ourselves and resonate to the inner voice.

- 1. Are there other positive things silence does in the group?*
- 2. Where do we use silence in the youth program?*
- 3. What's it like when it works?*
- 4. Does it change depending on the age of the participants?*
- 5. How can you as a JC make the use of silence a good thing?*

### **Avoid Fixing**

If we perceive ourselves as caring people we want to help. When another reveals pain, we provide whatever we can to lessen it. We advise, offer wisdom, hug, pat, and affirm. These forms of rescuing diminish the individual's need to fully experience the pain, and to discover that he/she has the strength to endure. To be fully present and to listen respectfully are usually all the individual seeks from the community...

- 1. What's your experience of this? Do you agree?*
- 2. What does this mean for you as a JC?*

### **Share Responsibility**

A community depends on the involvement of all. To withhold one's energy or presence prevents true community from unfolding. Each person has the power to advance or diminish the process. Each person struggles to decide when to be silent, to speak, to give, to receive, or to confront. Be present. Feel responsible for creating community.

- 1. What is your experience of this at youth conferences?*
- 2. What does the involvement of all look like?*
- 3. How do you as a JC encourage everyone's participation?*

### **Trust the process**

To birth a community is not easy. It is possible that the stories that others tell may trigger unpleasant memories... It is possible also that the group process feels interminable and boring. It is the experience of those who have been through the process a multitude of times that hanging in results in a positive outcome. Confrontation turns to love and respect; chaos gives way inevitably to deeper levels of community.

- 1. What is your experience of the process here?*
- 2. How can you as a JC encourage participants to trust the process?*

## JCing 4<sup>th</sup> & 5<sup>th</sup> Grade

- Often times half of the attendees at a 4<sup>th</sup> & 5<sup>th</sup> grade conference are 1<sup>st</sup> timers, especially in the fall. This means EVERYTHING IS NEW TO THEM. Put ups only, circling before eating, coming into the common room when the bell rings, shoes off, no running in the building, no food or drinks outside of the dining room, no pillow fights, setting up and cleaning up at meal times and so many other things. You will spend a lot of time teaching/modeling how we do things at a Powell House Youth Conference.
- These tend to be very HIGH-ENERGY groups. Free time can quickly become chaotic. Redirection often works better than yelling “no” and “don’t” repeatedly. Lots of running inside? Send kids outside or better yet grab a ball or Frisbee and start a game outside. Start a game inside – Fruit Bowl & Head Honcho are really good ones to use up energy in a safer, inclusive way.
- Cushions can bring the group together or seriously divide it. Pillow fighting is a favorite unsanctioned activity – redirect to building pillow structures or pillow jumping. PILLOW JUMPING??? Are we crazy? This turns out to be a great energy absorbing community-building activity. The group is often able to self-monitor but some important things to keep an eye out for:
  - Pillow pile is in the center of the room but not right under the beam. Not too close to the hearth or the couches.
  - One person at a time. No one hanging out in or under the cushions when others are jumping.
  - No handless flips. Cartwheels and forward rolls are ok.Cushions are also used to make towers. If kids want to sit on them they can’t be higher than 3 or 4 cushions unless a JC is “spotting” the tower. For the cubes, it’s two high max for sitting on, one high for standing on.
- This age groups tends to be very ENTHUSIASTIC about everything! Going over rules and expectations can take forever because they all want to share and add things. You can use this enthusiasm to make meal crews, work projects and Sunday clean up fun and effective. Turn the projects into a quest, give them roles or encourage them to come up with their own. Praise them a lot!
- They are young. They are often very SENSITIVE to getting things wrong and to criticism. Be gentle. Be clear about what you are asking them to do. Be gentle. Play to their strengths. Adjust games accordingly. Be gentle. Help them take care of each other, especially when they clash over cushions, ping-pong, cabaret skits, who sleeps where. Be gentle.
- They are intelligent, funny and filled with amazing ideas and thoughts. Be GENUINELY interested in them. They all have stories they want to tell you. Ask them about pets, school, siblings, funny things that have happened to them, causes they believe in.

- CABARET is the highlight of the weekend for most of them. They will spend lots of time planning skits, finding costumes, joining groups and leaving groups. Usually they work it all out. Sometimes they need your help. There are improv skits at the end of the manual if they are looking for things to do or joke books in the library. You can encourage them to tell about something funny that happened to them or to read something short that they've written.
- Sometimes they get HOMESICK, especially around bedtime. Letting them tell you about their families may help. What's your mom or dad like? What do they usually do at bedtime? Do you share your room with a brother or sister? What's that like? What things will you tell your family about this weekend? If that doesn't seem to be working let Mike or Chris know.
- EARLY-RISERS. At least half the group will be up by 7:00. A number of them will be moving about by 6:00. Get plenty of sleep Thursday night before you come to Powell House. Don't stay up talking late or reading on Friday night after the JC meeting.
- There is almost NO FREE TIME for 4<sup>th</sup> & 5<sup>th</sup> grade JCs. You're on almost constantly. In the end you'll be rewarded with lots of happy kids because of what you do and a real sense of accomplishment (and camaraderie with your fellow JCs). The kids love you for it and so do we!

## **When Conflicts Happen** (And you need to intervene)

### Part I - You want to first:

1. Stop hurtful or destructive behavior
  - a. "Stop it!"
  - b. "We don't hit people/break things at PoHo."
  - c. "Whoa what's going on?"
  - d.
  - e.
2. Establish a safe space for those present. Become the focus of their attention. Make eye contact if possible.
  - a. "Let's just take a breath for a moment."
  - b. "I really want to hear each side. Can you take turns and agree to no name-calling, no interrupting?"
  - c.
  - d.

If people are really upset you may want to talk to each one separately first and then come back together for Part II.

3. Find out what the issue is
  - a. "What's the problem?"
  - b. "What happened?"
  - c. "Why are you hitting each other?"
  - d. Why did you just break that? Take that?
  - e.
  - f.

### Part II - Then help those involved:

1. See why it's an issue (focusing on feelings and needs)
  - a. How are you feeling right now?
  - b. Why do you think you're feeling this way?
  - c. What do you think you need right now?
  - d.
2. Figure out what they want to do about it.
  - a. How do you want to handle this?
  - b. What do you think we can do about this?



## Group Conflict

(Adapted from Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults)

Sometimes it's not individuals but the group that has a conflict. Some of these group conflicts you may be able to handle on your own but often we do it as a team. Below are some leadership roles that play a part in both resolving/transforming the conflict and nourishing the group in the process. Which ones come easily to you?

Initiator –organizes the group, gets the discussion started, introduces ideas, raises questions

Information Seeker – clarifies issues, asks for information, asks for definitions, goals

Summarizer – good listener, matches ideas and suggestions, indicates areas of agreement and disagreement

Evaluator – keeps the group aware of their goals and how close they are to achieving them

Encourager – responds acceptingly to others, deals positively with disagreement

Gate Keeper – makes it possible to hear from others not yet heard from.

Compromiser – Willing to negotiate on solutions

Harmonizer - reduces tension through humor or being keeping calm, reconciles differences by getting opponents to explore common ground and disagreements rather than seeking surrender of one side

There are also some unhelpful roles that make it harder to resolve conflict.

Competitor- aggressively defends own point of view, criticizes, blames or puts others down, feels they are right or have the best idea

Self Confessor – uses the group as a personal sounding board, seeks sympathy for their point of view by telling about personal problems

Big Talker – never listens to others.

Withdrawer – does not contribute ideas or energy to the group.

Clown – draws attention to themselves and away from the problem.

In your role as JC, how might you engage compassionately with individuals who have taken on these unhelpful roles in the group?

## Emergency Procedures

**Stay Calm. Follow directions given by Chris or Mike.**

**Be aware.**

When leading games or work projects, be aware of each participant and the level of energy in the group. Are people looking out for one another? Are they being really silly? Are they being really wild? If you feel that someone could get hurt, stop the activity and bring your observations to the attention of the group.

**If you have concerns about behaviors, rules or problems see Mike or Chris.**

**If someone does get hurt:**

In the ACC - Go find Mike or Chris

At the pond - Stay with the injured person and send a runner to the Pitt Hall basement offices (if you need to call 911) or to the ACC if you need to find Mike or Chris.

In the woods - Stay with the injured person and send a runner to the ACC or return to the ACC with the injured person.

Minor injuries you can take care of with ice and/or band-aids. ALWAYS let Mike or Chris know about the injury - even minor ones.

**Be prepared:**

Have your shoes, coat, room chart and a flashlight near your bed at night.

**If the Fire Alarm goes off:**

Ask people to leave the ACC. Go to the Pitt Hall dining room and ask people to stand with their roommates. Start checking to see who is missing.

## Starting Sessions

During a Powell House weekend there are different times when you focus on just yourself, on one other individual, on a small group of fellow attendees, or on the entire group at once. Sessions are a time when we start by focusing on the entire group with all its individuals. We usually start with an activity that helps re-center and gather as a whole.

To help make that happen, we ask that everyone start each session sitting in a single-layer circle. This seating arrangement may change during the session, but the practice should be to start in a single layer. Our experience has shown us several ways that helps the community come together.

It helps make the transition from focusing on small groups or individuals to re-focusing on the entire group. It makes us be aware of and acknowledge the shift in activities. It encourages us to center our attention on the new activity.

You are able to see and hear each person present. Everyone is able to see and hear you as well. It allows us to experience each unique persona and honor them as we go around in a name whip or game.

There are fewer distractions and sessions go much smoother. Side conversations are very minimal. There are no interruptions to “shush” people. Everyone is more aware of the activity we are doing and is ready to participate when it’s their turn.

It is a good chance to become better acquainted with other folks that you may not know so well yet. It is a chance to sit close to different people and be present with them. Mix it up a little as you come into the circle. Look for the empty spots and be random where you sit. Ask yourself, how many different people have you sat by in session, meals and otherwise during this weekend? Who haven’t you sat by?

## **Working as a Team Meal Crew and ACC Clean up Orientation**

The idea of the meal and ACC clean up crews is to make the work distribution as fair as possible.

It depends on the people on the team communicating with each other and looking for ways to help each other. You will need to look at what has to happen for set up and clean up. Your team will set priorities and plan who will do what. When you finish a task, you need to look around and see what else needs to be done. Is there someone who needs help? Is there a job nobody has started yet? Ask your teammates, the JC, or the butler if you are not sure.

You have a lot of flexibility. Some crews have taken turns on the harder jobs like pots and pans. Each person washes two things and then rotates to another job. Some crews have a person who really thrives on pots and pans and does them all.

Basically, the kitchen and dining room need to be clean and ready for the next meal. The team members can go when all the work is done and the JC releases them. **That means everyone gets done at the same time.** (The JC can make some exceptions – for example the person who came for set up when no one else did.)

On Sunday the rest of the ACC needs to look like it did when attendees first arrived on Friday. There will be an upstairs crew, a downstairs crew, an outside crew, epistle writers and, sometimes, special project crews.

Each crew is responsible for sharing the work in a fair way and really putting everything back in order. Your job is to help the crew accomplish this. Once your crew is finished your crew can offer to help another crew or find a spot to gather that is not disruptive to the crews still working.

## Meal Crews

**JC role** is to help the crew function as a group and take care of one another by:

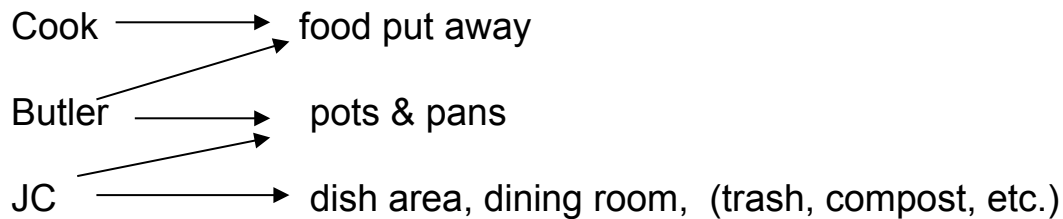
- Coordinating the crew along with cook & the butler;
- Teaching, coaching, supporting
- Making the process flow well
- Seeing what needs to happen next and who can do it
- Making sure crew is functioning well and tasks are distributed fairly
- Filling in the gaps as needed, but don't lose the overall view
- Making sure any floor spills get cleaned up right away

### Set Up:

- Every crew member washes hands first
- Wipe tables down
- Make sure there are the right number of chairs at each table
- Put out cups, napkins, drink pitchers, salt and pepper shakers on each table
- Plates go at one end of buffet table, silverware at the other, food in between. Make sure that all food and condiments have serving utensils.
- Start DISHWASHER (it takes 10 minutes or more to cycle on and be ready)
- Make sure the dirty silverware dishpan has water in it and the compost dishpan has a spatula in it.

### For a quick clean up:

1. Get up early from table.
2. Delegate to crew as they come in.
3. Check for shoes on feet.



### Priority for starting:

1. Dishes – 2 people
2. Pots – 2 people
3. Silverware – 1 person who doesn't mind gross
4. Dining room – 1-2 people
5. Carry outs – whoever finishes up on other jobs
6. Counters, tea area

## **Dish Area**

- One person will handle dirty dishes and put racks in, 2<sup>nd</sup> person will handle clean dishes and put them away. Clean hands only should put away clean stuff.
- Warm water in one sink. Leave other for dumping liquids.
- Set stack of dishes in water, pull out and put in rack. Only stuck-on stuff like cheese or greasy stuff like globs of butter needs scrubbing.
- Silverware goes eating side up, do not pack tightly in container.
- Glasses usually do not need rinsing.
- Only clean dishes go on sunk-in counter to the left of the dishwasher.
- Wipe down counters, behind sinks, inside sinks, clean strainer.
- Cloths & towels: when done go on drying rack outside kitchen door

## **Pots**

- Good to rotate people here if possible when there are lots of pots.
- One to wash; one to rinse, dry & put away
- Use the small white scrapers
- Soak tough stuff
- Use hot water, as hot as person can stand it.
- Dish soap is in plastic bottle on counter
- Evaluate the balance of things that can go in the dishwasher vs. doing them by hand in pot sink. Which area is busier or backed up?

## **Dining Room**

- Leftover food goes through “clean” pass through to the kitchen
- Leftover drinks in pitchers also goes through “clean” pass through to the kitchen
- Clear and wipe the tables with a clean, damp, soapy cloth
- Check the chairs as you do the tables
- Clean up the tea area & restock cups on wooden rack by art porch sink
- Sweep

## **Carry outs**

- Compost should go out if ½ full or real yucky. Usually goes in the bin on far right. Don't send out at night unless necessary. Send a flashlight so they don't step in yuck or scare a skunk.
- Trash goes to the smaller dumpster on far side of parking lot. Check the dining room trash too.
- Recycling, including paper, goes to the larger dumpster on far side of parking lot. There are doors on the side of it.
- Boxes get flattened and put in the larger dumpster (recycling) in the parking lot.

## **Are we done yet?**

- Floor swept in kitchen
- Sinks clean, stuff cleaned out of drain.
- Dishwasher off and drained. Filter cleaned out.
- Counters wiped
- Towels, dishcloths hung up

## Sunday Morning Clean Up

### Downstairs:

- Stack cushions.
- Pick up everything on the floor – papers, trash...
- All items should be returned to their places (ex: all cups to kitchen, games put away neatly, balls in ball bin)
- Match shoes and arrange them neatly out of the main path. Hang coats.
- Look in corners, behind tables & couches.
- Straighten game room & library. Put books neatly where they belong.
- Vacuum common room, game room, library & entry.
- Clean out fireplace, take ashes to compost.
- Straighten up game closet.
- Clean the windows in the doors and between stairs & library.
- Wipe across paneled walls with a damp cloth (the top dusty edges of the panels)

### Bugg House / Art Porch / Sun Room

- Bathrooms – pick up towels, trash, lost and found items. Bath mats should go to the linen bags, wipe down mirror.
- Fold extra blankets neatly.
- Beds should have been remade with clean sheets and pillowcases. Currently, the flat sheet and blankets are left folded neatly at the foot of the bed. If a bed needs a little straightening, go ahead and do it. If it has not been made at all tell Mike or Chris and the person will have to go back **after they finish their clean up job**.
- All bags packed. Look under beds.
- Take lost & found to fireplace hearth.
- Turn off all lights.
- Make sure windows are closed
- Put away art supplies and extra tables.

## **Upstairs:**

- Make sure costume closet is neat, everything is hung up or in the plastic tubs. Collect costume items throughout the building.
- Beds should have been remade with clean sheets and pillowcases. Currently, the flat sheet and blankets are left folded neatly at the foot of the bed. If a bed needs a little straightening, go ahead and do it. If it has not been made at all tell Mike or Chris and the person will have to go back ***after they finish their clean up job.***
- All bags packed. Look under beds.
- Lost & found to fireplace hearth.
- Sweep halls and rooms.
- Bathrooms – pick up towels, trash, and lost & found items. Bath mats should go to the linen bags, Wipe mirrors down with cleaner and towels.
- All extra blankets folded neatly.
- All lights off. Slide room vent switches to off in the cold months.
- All windows closed.

## **Outdoors**

- Break down cardboard boxes. Take to recycling in parking lot.
- Take linen bags to linen closet in tool shed
- Bring in balls, Frisbees and other equipment
- Rake, sweep or shovel off stairways, patio, deck and walkways.
- Take out compost, recycling, garbage.



## Games

### Why do we play them?

#### What a JC needs ahead of time:

- Know the rules of the game
- Know when you are supposed to lead the game
- Know what you need and have them on hand at the start of session (blindfolds, rattles, Primate Bellows cards etc...)

#### Introducing Games:

- Think Theater, Actor, Audience (make your performance engaging)
- Think, "I'm in charge"
- Think, "This is the best game in the world."
- Explain the rules clearly and with excitement and quickly before you lose their attention. Do not let the group side track you with questions/suggestions. It is your game; you have the responsibility to lead the group. If you make a mistake, don't get flustered; decide to change it or leave it, and move on.
- Demonstrate – Assume someone does not know how to play or plays a different way. "This is the way we are playing today", it's best if you just pick volunteers to help demonstrate instead of asking who wants to.

#### Playing the Game:

- Pick players carefully. Look for shy folks who really want to do it but don't want to raise their hands. Look for folks who've been on the fringes and now want to participate more fully.
- Join in the fun.
- Keep an eye on everyone during the game. Watch out for quieter kids or those who just don't get it. Protect people's feelings. Don't let a couple of people dominate the game
- Keep a strong eye on the game. Stop/change it if it gets too rowdy or confused or dull. Gauge the group feeling about the game. Keep control.
- If needed, especially during free time, when a large game like capture the flag or banana tag goes awry, have the group sit down and "process" the game. "What did you like about the game?" "What did you find frustrating?" Focus on feelings and needs of the individual speaking, not on what someone else did or didn't do.

**Enjoy yourself!!!**

## PoHo Games

A Primate Bellows	Knots (several versions)
Amoeba Sardines	Kung Fu
Amoebae Tag	Lemonade What's your Trade?
Banana Tag	Molly's Game
BF Skinner	Monarchs and Anarchists
Capture the Flag	Mrs. Mumbley
Caterpillar	Musical Butts
Circle Lap Sit	Night in the Museum (Wax Museum)
Circle Story (And the Boiler Burst)	Outbreak
Coffeepot – verb version	Paper Bag Skits
Coffeepot – adjective version	Pru
Count to 10	Rattler and Miner
Cupcake	Round the World (Ping-Pong)
DoDo	Singing Syllables
Dragons and Trolls	Snake In the Grass
Elbow Tag	Spanking Yoda
Everybody's It	Squirrels and Trees
Find your Partner	Standing Ovation
Four On A Couch	Statue Tag
Freeze (Skits)	Streets and Alleys (var. B.A.S.H.)
Freeze (Tag)	Swami
Fruit Bowl	Telephone
Giants, Wizards, Elves	Thumper
Ha, Ha	Touch Blue
Hagoo	Ultimate Frisbee
Have You Ever?	Wagon Wheel
Head Honcho	What Are You Doing?
Honduran Hat Game	Wild People
If You Love Me Honey...	Will You Buy My Donkey?
Kitty Wants a Corner	Wink'em

## Small Groups

### Why do we have small groups?

### Preparing for Small Groups Ahead of Time

- Review the instructions/questions for the small group – Do you understand what you'll be asking the group to do? Do you understand why? Ask Chris or Mike if you're not sure.
- Think about the topic, the activity and the questions and what you are trying to accomplish with your group.
- What tone are you trying to set in this small group: serious sharing, sense of wonder, camaraderie?
- How will you introduce the activity? What excites you about it? How will you share that excitement?
- How might you answer the questions? Try putting the questions into your own words. What else might you ask, or explore, about the topic? Have some backup questions in mind.
- What sharing format do you want to use? Do you want to go around the circle or invite participants to speak as they are led? Be open to suggestions from the group.
- Think about games or other activities you might do if your group finishes before the other small groups.

When doing problem-solving activities with your group consider:

1. How can I help participants offer ideas spontaneously without fear of disapproval?
2. How do I help participants suggest ideas without them getting hurt if their ideas are not agreed with?
3. How can I help participants offer, encourage and explore multiple options?
4. How can I help members build off of other's suggestions?

Remember: Most participants like small groups. You're helping create the space for them to share their thoughts and feelings and to get to know one another on a different level.

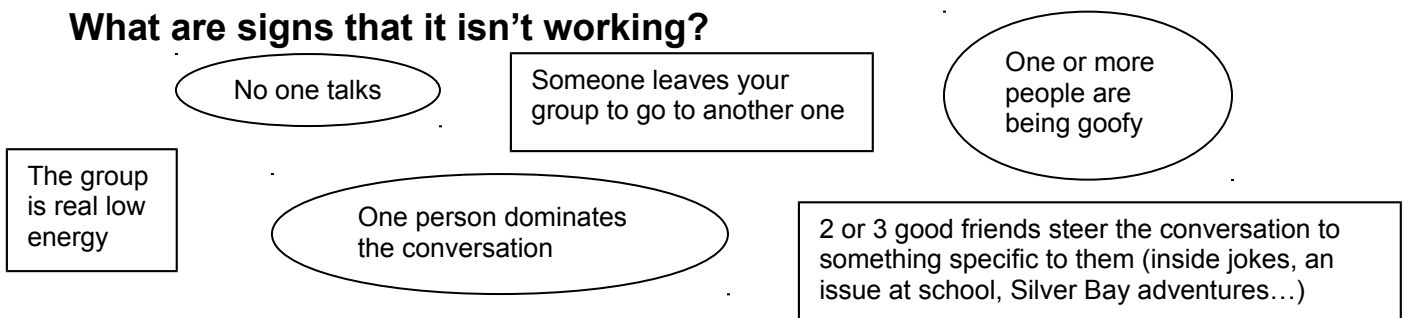
## Leading Small Groups

1. Start in a real circle with everyone in it and at the same eye level. You may start with some silence to draw people together or another gathering technique. (Be gentle but firm. You're setting the tone for your group here.)
2. Follow with a name whip.
3. Share the goal of the group's time together. Explain the process and select a note taker if you have to report back. Check in with your group about confidentiality and people's stories being theirs to share or not.
4. Encourage people to participate.
5. Draw individuals into the discussion by inviting them to share their thoughts and feelings.
6. Share your own experiences, thoughts, and feelings without dominating the discussion. Your openness will help the group feel comfortable sharing.
7. Be aware of time. Leave some time to wrap up – either to pull together what you're going to share with the whole group or to let people share something that they need to before the group disbands.

## Why isn't it working!

- Participants want to be doing something else or talking about something else
- Participants want to be with different people
- Participants are uncomfortable: physically, with each other or with the topic.
- Participants aren't listening to one another
- What's been prepared for the small group is too complicated or too superficial.

## What are signs that it isn't working?



## So what can you do as the leader?

- Share the “why” of small groups in general and this one in particular. Ask for your group’s help in making it happen.
- Help make people comfortable physically – cushions in the sunroom, someplace out of the wind outside, group sitting down when you’re getting feedback for an activity you just did. If you’ll be away from the building for a long period of time, you may want to bring cups and water.
- To increase comfort between group members you could try a simple gathering game. *Cupcake*, *Count to Ten*, *It Adds Up* are all low risk games. Or try a focusing exercise: close your eyes, notice your breathing, notice sounds around you, now see how far away you can hear and identify sounds. Then go around and share the sounds heard. Or have people pair up and learn 3 things about their partner that they can use to introduce their partner to the group.
- Name what you see. “This topic is uncomfortable for some of us. I think it’s an important one to explore. This is a pretty safe place to do that. Do you think we can handle it together?”
- Model active listening. “What I hear you saying is...” “Can you say more about that?”
- Model respect for different values and different levels of knowledge and experience. “That’s an interesting perspective” “Can you share a little more about that?” “I think I would find that hard, how do you handle it?”
- Be aware of nonverbal communications and their impact on the group and individuals.
- Adjust the activity or conversation to meet the needs of your group.

**Be Firm. Be Gentle. Be Clear. Be the Leader.**

## **Behavioral/Safety Guidelines for Powell House Youth Conferences**

Powell House is the conference and retreat center of New York Yearly Meeting of the Religious Society of Friends (Quakers). Its mission is to foster the spiritual growth of Friends and others and to strengthen the application of Friends' testimonies in the world.

Youth conferences are for those who wish to grow, share, and care in a supportive and healthy community experience. Chances are good that you will feel Spirit here. You will have the opportunity to explore this experience with others. Everyone of appropriate age is welcome here. We emphasize respect, integrity, and mutual responsibility.

**It is expected that those attending conferences come to be fully part of the group.**

It is up to **everyone to do everything they can** to care positively for themselves, for the group and for Powell House while they are here.

**Our deep love and concern for one another is what makes Powell House a wonderful place.**

- Support, encourage, challenge, respect each other and yourself. Be tender toward one another. Be generous with put ups. Don't use put-downs. Don't tease.
- Participate! On meal crews, in small groups, in the larger groups, during work projects, in worship. Practice mindfulness. Listen to others share (no side conversations). Come to group sessions when they are announced. Join in as much as you can. Stretch yourself. Offer a supportive and observant presence when not directly participating.
- Enjoy your friends. Make new friends, too. Reach out to new people. Include everyone in your experience.
- Gathering in bedrooms can be exclusive. Sometimes someone just needs to take a break in a quiet place. For these reasons, we ask that people do not enter bedrooms other than the one that they are assigned to.
- Music can bring a group together or it can separate us. Be aware of the music you bring and how it affects others. A stereo system is available for shared use at conferences. Use of individual music playing devices is not permitted unless connected to the stereo system.
- Being present to the group gathered here is important. Cell phones can draw your attention away. We ask that you not use your cell phone during the conference.
- Close friendships and romantic relationships are a wonderful part of being human, but intense one-on-one relationships during conferences take you both away from the group. Leave lots of space in your relationship for each of you to hang out with other people.
- Allergies to scented or perfumed products are increasing. So that everyone can be here, please do not use these products while you are at Powell House.
- If you're not sure if you should do something, ask yourself:
  - Does it nurture myself?
  - Does it nurture the group?
  - Does it nurture the Powell House Program?

If the answer is "no" or "maybe" to any of the questions, please don't do it.

## Your staying healthy and staying whole is important to us so:

- = No bare feet in the kitchen.
- = Tasty, nutritious vegetarian and non-vegetarian meals and snacks are provided. Please do not bring your own snacks unless you talk to Chris or Mike first.
- = Skate or swim only when Mike or Chris are present.
- = Stay on the Powell House property. Let us know if you are going away from the main buildings during free times or self-space. Stay in the main buildings or on the patios after dark.
- = Stay off the roofs.
- = Give prescription and over the counter medications to us when you arrive. We will keep them in the office for you. They should be in their original containers.
- = Do not bring alcohol, drugs, cigarettes, e-cigarettes, lighters, candles, incense or matches.

## Caring for the Powell House property is a big part of our community here so:

- = Be gentle on the furnishings. No graffiti. No destruction of furniture and supplies.
- = Consume food and drink only in the dining room or common room. Eating and drinking contests waste food and upset our cooks. Please enjoy the food and leave enough for everyone.
- = Games, craft supplies, and costumes should be put away after use.
- = Lights should be turned off when rooms are not in use.
- = Short showers conserve water and fuel.

Rhythm in a group is important. There are times when we need to be active and together. There are times when being quiet and alone opens different connections with the Spirit and with others. Sleep is important. The conference agenda includes **session** time for games and discussions. There is **free time** for finding your own way into the group. **Self-space** is a silent free time for individual homework, rest, or reflection. **Quiet time** is when attenders share backrubs and listen to stories in the common room right before bedtime. **Bedtime** until **morning wake-up** is when Chris and Mike get a break. It's also when you refuel for the next day. **Youth who wish to come to conferences must stay in their rooms and be quiet during this time.**

If you have questions or concerns about any of these rules or guidelines, please call us at 518-794-8811 x13 before attending a youth conference.

Peace and Joy and Friendship,

**Chris DeRoller and Mike Clark**, Youth Directors

## Rules Review Checklist

### Caring for Each Other

- Put ups only
- No side conversations
- Participate in meal crews and sessions
- Include everyone
- Rooms are for those assigned to them, groups should gather in other areas
- Music, let songs play, be aware of the content
- No electronics except...
- No Cell Phone use while here
- No intense one-on-one relationships an/or sexual intimacy
- Respect bed times and quiet times
- No scented perfumes, colognes, body sprays, etc
- The three nurtures: you, the group, the program

### Safety Procedures:

- No bare feet in the kitchen
- No food from home
- Pond (swimming/skating)
- Campus boundaries
- Sunset boundaries
- Let us know if you are going away from the main building during
- Roofs (stay off)
- Medications

- No illegal drugs and alcohol, cigarettes etc...

### Taking Care of PoHo

- No graffiti or other destruction of things
- No food or snacks in rooms up any stairs
- No eating or drinking contests
- Shoes off on rugs
- Games, craft supplies, costumes put away after use
- Lights off when rooms not in use
- Short showers conserve water and fuel

### Other Things Covered:

- You should leave fairly similar to the way you arrived: same color hair, same number of holes in body, etc. (no hair dye or other chemicals to be used w/o checking with Chris or Mike)
- Ticks, in season
- Fire procedures and escapes

### Do Be:

- Aware
- Kind
- Curious
- Brave



## Model Team Experience

Gather with your team in a quiet area where you can be uninterrupted. Attempt to listen to each other share with a wholly present and non-judgmental attitude. Your task is to form a cohesive unit in which you all feel comfortable sharing skills, energy, trust and support. There is no facilitator appointed. Your identity as a team should emerge as you work through this process.

- Share honestly with your team what tasks you will feel most comfortable with as a JC. Share those you will feel least comfortable with.
- Share the skills you have which will be helpful in this role. How can they be used as an asset to the team as a whole.
- What JC responsibilities do you feel weakest in and will therefore need the understanding and support of your team members.
- What parts of your personality are you afraid might hinder you in fulfilling the junior counselor role in the way you would like?
- What fears do you have about working within a team?

\* \* \* \* \*

After you have shared fully and feel that you are aware of your own and each others strengths and weaknesses (areas that need work – not bad points) you should have a sense of how these flow together so that the team can fulfill the roles of JCs. This is not about dividing up areas of responsibilities but about being aware of working together both as supporters and leaders. Now, sit quietly for a few moments and let each person as moved share a gift that he or she can give to each other team member that would be of special significance to that person.

For Example: “I realize, Eugene, that you feel easily flustered by the hustle of meal times and that you are especially anxious about having to round up your clean-up crew. I will try to remember to be sensitive to how you are feeling at those times. I can give you a big hug to let you know I’m there and help remind you to slow down and stay in touch with that part of yourself that can handle things calmly and surely.”

## Personality Traits Inventory

Put a check, "X", dash or whatever next to the traits that are a part of who you are. Put a line through those that rarely or never apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Self-reliant        | <input type="checkbox"/> Dominant                |
| <input type="checkbox"/> Compliant           | <input type="checkbox"/> Soft-spoken             |
| <input type="checkbox"/> Helpful             | <input type="checkbox"/> Likable                 |
| <input type="checkbox"/> Free-Spirit         | <input type="checkbox"/> Warm                    |
| <input type="checkbox"/> Cheerful            | <input type="checkbox"/> Solemn                  |
| <input type="checkbox"/> Moody               | <input type="checkbox"/> Willing to take a stand |
| <input type="checkbox"/> Independent         | <input type="checkbox"/> Tender                  |
| <input type="checkbox"/> Timid               | <input type="checkbox"/> Friendly                |
| <input type="checkbox"/> Conscientious       | <input type="checkbox"/> Aggressive              |
| <input type="checkbox"/> Relaxed             | <input type="checkbox"/> Gentle                  |
| <input type="checkbox"/> Athletic            | <input type="checkbox"/> Gullible                |
| <input type="checkbox"/> Assertive           | <input type="checkbox"/> Skeptical               |
| <input type="checkbox"/> Theatrical          | <input type="checkbox"/> Efficient               |
| <input type="checkbox"/> Loyal               | <input type="checkbox"/> Childlike               |
| <input type="checkbox"/> Affectionate        | <input type="checkbox"/> Adaptable               |
| <input type="checkbox"/> Reserved            | <input type="checkbox"/> Individualistic         |
| <input type="checkbox"/> Unpredictable       | <input type="checkbox"/> Unsystematic            |
| <input type="checkbox"/> Forceful            | <input type="checkbox"/> Competitive             |
| <input type="checkbox"/> Dependable          | <input type="checkbox"/> Tactful                 |
| <input type="checkbox"/> Analytical          | <input type="checkbox"/> Ambitious               |
| <input type="checkbox"/> Sympathetic         | <input type="checkbox"/> Easy-going              |
| <input type="checkbox"/> Jealous             | <input type="checkbox"/> Conventional            |
| <input type="checkbox"/> Sensitive to others | <input type="checkbox"/> Playful                 |
| <input type="checkbox"/> Truthful            | <input type="checkbox"/> Spiritual               |
| <input type="checkbox"/> Adventurous         | <input type="checkbox"/> Thoughtful              |
| <input type="checkbox"/> Understanding       |  |
| <input type="checkbox"/> Secretive           | Others you've thought of:                        |
| <input type="checkbox"/> Decisive            |  |
| <input type="checkbox"/> Compassionate       |  |
| <input type="checkbox"/> Sincere             |  |
| <input type="checkbox"/> Self-sufficient     |  |
| <input type="checkbox"/> Accommodating       |  |
| <input type="checkbox"/> Conceited           |  |

# JC Skits

## Improv suggestions modified from the Living Playbook

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### **At The Movies (Review different activities from the weekend or the themes from the weekend)**

Two critics review an activity or activities from the weekend in the style of a movie review. As they review, clips from the fictitious movie are acted out onstage. *I found the action in 3-Way Massage a bit slow. Yes, but did you see that one group that couldn't stop giggling and what about the music... Ultimate on the Field was quintessential PoHo...I particularly liked how "real" the catches were.*

Variation: Rather than critics, the improvisers can play a trailer for this conference.

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### **Commercial (Act out a commercial for POHO, do the same one in three different styles)**

Improvisers ask the audience for something found at Powell House. Then they act out a commercial for it.

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### **Director (Our cookie skit)**

Title is given for the scene. "Actors" begin a "rehearsal" of the piece. Periodically, they are stopped by the "director", who gives new emphasis or emotional focus to the scene. This game can also be played with the audience playing the character of "Chris". When the "director" needs an emotion, a physical direction, etc. he consults "Chris" to fill in the blanks.

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### **Documentary (Act out a documentary of the weekend)**

Scene is played in Documentary style with a narrator.

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### **Film Rollback**

Scene begins. At some point, the scene is stopped and returned to a designated event. The scene then proceeds in a different direction from that point.

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### **Headline (Ask for headlines from the weekend – e.g. JC lost during Wild People)**

A headline, real or imagined, is asked of the audience. The scene is played illustrating the headline.

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### **In A \_\_\_\_\_, With A \_\_\_\_\_, While \_\_\_\_\_ (Tie this somehow into the theme of the weekend)**

Improvisers get audience suggestions to fill in the blanks IN A toaster WITH A duck WHILE a hurricane is approaching. Scene does not necessarily have to begin with the suggestions but may move toward that moment. Or it may begin at the suggestion and proceed wherever it might. Variations of the game are single blanks or combining two of the three.

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### **Number of Words**

Two improvisers begin a scene while an offstage improviser or MC calls out the number of words they must use in a sentence.

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**Animal Lists** (Act out the events in a weekend epistle style (or read a past epistle) with a director reading off the next animal on the list at strategic points – So maybe you start arriving and hugging as Penguins and then sit down to a wonderful Jacki lunch as hyenas and then...)

A list of animals is gathered from the audience. Leader calls out different animals during the scene. Improvisers on stage then play the scene as if they were a human with the animal's characteristics.

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### **Why are you late?**

A volunteer "Late Employee" goes out of room. Group decides on a reason why the employee is late. Late employee comes back in. There are three other people on stage, the boss who asks for the volunteer's excuse and two others, behind the boss, who act out the reason why. The late employee has to explain to the boss the reason by figuring out what the other two are acting out.

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### **Physical Thermometer**

Teammate holds hand in front of another improviser's forehead. Slowly, the hand is lowered toward the improviser's feet. At some part of the improviser's body, an audience member shouts "Stop". That becomes the part of the body that 'leads' the improviser's character. Each improviser gets a "leading" part.

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### **Poetry Corner**

Four improvisers stand in a row. A theme is taken from the audience. One improviser steps out and says the first line of a poem based on the suggestion. The next improviser says the next line, until the poem is finished. It's fun to play with various poem forms, such as Limerick, Haiku, and Sonnet, just be sure you can actually do those forms.

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### **Position Vacant (Interview to either fill a JC, Youth Director or cook's position etc...)**

Interview situation, occupation is given. One or more people apply for the job. (Interviewer is also a member of the team). This can be played with a different trait given to each applicant.

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### **Slide Show (Prepare a "slide show" of the weekend)**

A great handle for many different formats. Improvisers pose in non-specific poses while narrator explains - vacation, area of expertise, etc.

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### **Story Story Die (Can tie the story into conference theme or set it at Powell House)**

Three or four improvisers stand in line on stage. MC/Narrator kneels just downstage of them, facing the line. The MC/Narrator points randomly to individuals in the line. When he points to Improviser 1, Improviser 1 speaks, when he moves to Improviser 2, Improviser 1 stops (mid syllable, if necessary), Improviser 2 picks up the story at exactly the same place. If Improviser 2 stutters, repeats a word or two from Improviser 1, or says something completely incongruous, the audience shouts, "DIE!" The improviser dies a melodramatic death and a new story begins. This continues until only one person remains.

Variation: Get styles for each one.