

2010 CAMP 2 GROW IMPACT REPORT



Where every child naturally leads and shines



A Program Made Possible Through Funding from Lilly Endowment Inc.

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Special thanks to the 2010 Camp 2 Grow participating camps:

Camp Dark Waters
Camp Fiver
Camp Kupugani
Camp Timber Trails
CYC-Camp Rosenthal
CYO Boys Camp and CYO Girls
Camp Drumlin Farm Day Camp
House in the Wood
Maine Teen Camp
Makemie Woods Camp & Conference Center
Mountain Day Camp/Altogether Outdoors
Paradise Farm Camps
Pinemere Camp
Southwest Missouri 4-H Teen Camp
Taylor Family Branch YMCA
Union League Boys & Girls Clubs Camp
University of Maryland Cooperative Extension 4-H
Youth Development Program

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Executive Summary

Program Overview

Camp 2 Grow (C2G), funded through Lilly Endowment Inc., is an initiative created by the American Camp Association (ACA) to encourage and teach leadership skills among youth in nature-based settings.

In the summer of 2010, eighteen day and resident camps in Indianapolis, Illinois, Colorado, Virginia, Maryland, New York, Massachusetts, and Pennsylvania completed the C2G program, serving approximately 630 male and female youth.

Youth participated in lessons in the following core leadership areas: Leadership, Character, Teamwork, Building Relationships, Service and Citizenship, Planning, and Problem-Solving. Youth also completed environmental stewardship application exercises and were then challenged to use their leadership knowledge and skills to implement an environmental stewardship project in their camps, homes, or communities after camp.

A formal summative evaluation was conducted to identify program outcomes including an end-of-program camper survey and camper journaling.

“(I learned) That even the smallest actions can influence big things!”
(camper quote)

Key findings

- o Program outcomes from year 2 results suggest that independence, empowerment, problem-solving, and affinity for nature were significant at the $p < .05$ level from pre- to post-test for the C2G campers.
- o The C2G curriculum was effective in bringing about increased leadership (as defined by characteristics of independence, citizenship, and problem-solving), environmental stewardship, and an overall sense of empowerment among youth participants.
- o Campers expressed that their new knowledge and skills would benefit their family, schools, and communities by instilling in them a willingness to help others, become engaged in environmental efforts, and improve their individual abilities (i.e., respectful, responsible, organized).
- o Campers felt that C2G helped them learn important aspects about themselves, such as how to become a good leader and role-model, improve personal attributes (maturity, patience, and mindfulness), how to work with others, and how to set goals and work hard to meet them.
- o Campers indicated that being at camp influenced the way they thought about nature and the outdoors by increasing their appreciation and enjoyment of nature, learning respect for all living things, encouraging them to simplify and take a break from technology, by lessening their fears, and just having fun in the outdoors.
- o Camp staff indicated that upon completion of the C2G curriculum, their campers were more accepting of leadership roles, more of a team player, independent, confident, and more likely to think through solutions to problems before taking action.
- o Parents indicated that upon returning home from camp, their C2G camper seemed more independent, more comfortable in the outdoors, more connected to the natural environment, more likely to talk positively about their leadership, and more likely to take actions that support their beliefs.

Camp 2 Grow Overview

Camp 2 Grow, funded through Lilly Endowment Inc., is an initiative created by the American Camp Association (ACA) to encourage and teach leadership skills among youth in nature-based settings. The focus is on positive youth development with a multifaceted approach to engage youth from disadvantaged backgrounds using parent outreach, staff training, and environmental stewardship.

The nucleus of the program is LifeKnowledge® — a leadership curriculum created by the National FFA organization. In this curriculum, youth ages 10-16 are engaged in lesson modules designed around the various facets of leadership, such as problem solving, teamwork, and civic engagement. In the effort to focus on environmental stewardship, each leadership lesson was adapted to include scenarios and learning activities specific to nature-based problem solving. Participating nature-based camps included the curriculum within their existing camp programming. The curriculum was designed to be completed within a two-week period.

The short term objectives of Camp 2 Grow included:

- children will gain leadership skills in the areas of teamwork, responsibility, friendship skills, community citizenship, independence, and social problem solving
- children will design and complete projects to improve the environment in their camps, homes, and communities
- camps will gain access to resources to improve program quality- including a cutting edge environmental leadership curriculum and an observation based quality assessment tool
- communities will be improved through environmental stewardship projects completed by engaged youth leaders.

The long term objectives of Camp 2 Grow were:

- a national infrastructure for camper scholarships will be created within ACA to support youth development and leadership
- more children will be able to attend camp and experience the wide range of positive developmental outcomes resulting from the camp experience.

“There are many words you can use to describe a leader: determined, outgoing, hard work, humble, courageous, and many more. To me to be a leader, you need the capacity to listen to others, accept what they said, and make a solution to problems.”

(camper quote)



Camp 2 Grow Theoretical Framework

Research shows that youth and adolescents typically benefit from the camp experience, particularly in the areas of supportive relationships and skill-building (American Camp Association, 2005, 2006; Bialeschki, Henderson, & James, 2007; Garst & Johnson, 2005; Yuen, Pedlar, & Mannell, 2005), yet little is known about the specific ways in which environmental stewardship attitudes and behaviors are enhanced by the camp experience.

Previous national research into the developmental supports and opportunities provided by the camp experience suggests that some camps struggle to involve youth in experiences that promote youth involvement and decision-making (ACA, 2006), indicating that camps could benefit from an structured youth leadership program designed to produce specific youth outcomes in the area of leadership. At the same time, many youth are not receiving authentic nature-based experience (Louv, 2005). It was within this environment of both leadership programming deficits and nature deficits that Camp2Grow was born.

A positive youth development framework was employed to theoretically connect leadership skill development to environmentally-based civic engagement. A positive youth development framework includes both the attitudes and programmatic processes aimed to prevent problems, promote development, and encourage engagement

in youth (Eccles & Gootman, 2002; Lerner, Lerner, Almerigi, & Theokas, 2005). Civic engagement is identified as a key area of development, because when youth are engaged in their communities, they are better able to “recognize one’s impact on one’s surroundings and responsibility to others” (p. 10) (Pittman, Irby, Tolman, Yohalem, & Ferber, 2003).

Richard Louv’s (2005) book, *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*, initiated a national dialogue about the importance of children’s connection to the natural world. Traditionally organized camps for children have been considered synonymous with nature-based opportunities while contributing to positive youth development. Researchers have demonstrated that intentional programming in camps increases the likelihood of achieving youth development goals (Marsh, 1999).

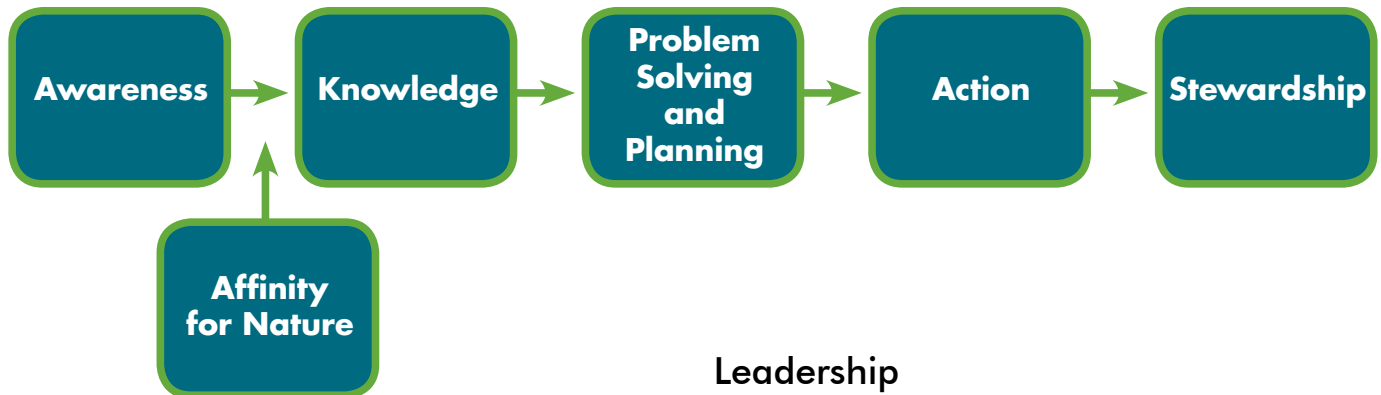
Researchers also have found that people with stronger affective connections to nature demonstrate more environmentally responsible beliefs and behaviors (Berenguer, 2007; Kals, Schumacher, & Montada, 1999; Schultz, Shriver, Tabanico, & Khazian, 2004). Thus, the Camp 2 Grow program also sought to foster positive attitudes towards the environment (affinity toward nature) as precursors to stewardship-related behaviors.

“I learned that it takes patience and responsibility to get younger children to respond positively to your actions.”

(camper quote)

Camp 2 Grow Educational Model and Curriculum

Figure 1: Camp 2 Grow Educational Model



Educational Model

The educational model for Camp2Grow progresses from awareness to stewardship. The role of affinity for nature is also reflected in this model (Figure 1).

Leadership Lessons

The following lessons represented the required minimum curriculum for implementation by participating Camp 2 Grow camps in the summer of 2009. These LifeKnowledge® lessons target knowledge and skill development in core leadership areas: Leadership, Character, Teamwork, Building Relationships, Service and Citizenship, Planning, and Problem-Solving.

Integrated into these lessons were customized environmental applications that provided youth with an opportunity to consider how lessons were related to specific environmental stewardship actions. Also integrated into the curriculum was the creation of a “take-home” stewardship action plan, which allowed youth to demonstrate leadership in their homes, neighborhoods, or communities to address a personal environmental-related topic, issue, or problem. The Problem Solving and Planning lessons were structured so that youth could develop their action plans.

The Camp 2 Grow curriculum was implemented in a majority of participating camps in either one-week or two week sessions. Each lesson required between 45-60 minutes for completion. Camps were able to add additional lessons from the LifeKnowledge® series, as long as the required curriculum was covered.

Leadership

- Defining Leadership
- Leadership Styles

Character

- Understanding values, beliefs, character, and integrity
- Understanding responsibility and accountability

Teamwork

- Defining teamwork
- Roles of leaders on teams
- Importance of attitude (on a team)

Building Positive Relationships

- Importance of building relationships

Service, Citizenship, and Community

- Defining Service
- Finding opportunities for service in your families/school

Taking Risks and Getting Results

- Being a self-starter

Planning

- Setting goals
- Developing a plan using a goal

Problem Solving

- Defining problem solving
- Resources available
- Developing solutions and strategies
- Identifying others to help

Environmental Stewardship

ACA worked with National FFA to develop environmental stewardship activity ideas, which were integrated into the Problem Solving lessons (see Camp 2 Grow Curriculum). Three activity ideas were developed for each lesson—an Extended Learning Activity, a Camp Activity, and a Community Activity (Table 1). These activity ideas, in addition to being integrated into the lessons, also served to stimulate ideas for youth environmental stewardship projects.

TABLE 1: Example of Environmental Application for “Introduction to Group Problem Solving”

Extended Learning Activity

While dumping a trashcan into a larger bin, you notice the following items: a cardboard box, food, a plastic milk carton, newspaper, a glass jar, and a wooden cutting board. Divide into small groups and use the seven steps of group problem solving to identify the problem of having all of those trash items in the same trashcan. Create a solution so that these kinds of items can be disposed or recycled properly in the future.

Camp Activity

Divide into small groups and examine the areas of the camp for the effectiveness or ineffectiveness of its recycling efforts. Questions to ponder: Are the hiking trails free of litter? Are there specific bins to throw away trash or recycled items in the camp? Are the dining facilities utilizing reusable materials to serve or store food instead of using more consumable items? Once your groups’ analysis is complete, report to the large group and be sure to explain your groups’ conclusion.

Community Activity

As you and your family are parking the car at your local grocery store, you notice two large recycling dumpsters sitting in the parking lot; one is for paper and one is for plastic and glass. You get out of the car, begin walking up to the front doors of the store and notice that people leaving the grocery store are carrying their groceries in plastic bags. You walk into the store, get your cart and pass the check-out lanes only to see that the store doesn’t offer paper or reusable bags to carry groceries out of the store.

This concerns you because you have learned at camp that plastics are made from crude oil, natural gas, and coal; these resources are irreplaceable and if not recycled properly it can take hundreds of years before the plastics can be broken down.

As a small group, your task is to educate and encourage the store manager about ways to reduce, reuse, recycle, or possibly eliminate plastic usage when bagging groceries. Create a mind map that outlines the solution to the problem.



Camp 2 Grow Community of Practice

To facilitate the sharing of environmental stewardship project ideas and the successes that youth were experiencing with Camp 2 Grow, a community of practice web site was established. Youth were able to post pictures, video, or text blogs describing their projects.

Figure 2: Screen Capture of Camp 2 Grow “Success Stories” Web Page

Lesson Map

Lesson Map: Defining Leadership; Leadership Styles

Unit 1, Lesson 1

Lesson Emphasis:

1. Defining leadership. (INT 1; Objective 2)
2. Identifying leadership opportunities available in the camp participant's life. (INT 1; Objective 3)
3. Identify the five leadership styles. (INT 5; Objective 2)
4. Identifying the strengths and challenges of each camp participant's predominant leadership style. (INT 5; Objective 3)

Relationship Between this Lesson and Campers' Environmental Stewardship Project:

- Campers who understand their own leadership style and who are able to identify positive leadership qualities in others will be better able to model leadership in ways that are appropriate for a given situation – both during and after camp, thus improving the likelihood of successful project implementation.

Materials Needed:

- LifeKnowledge Lesson INT 1
- LifeKnowledge Lesson INT 5
- *Camper Leadership and Reflection Journal* (page numbers are identified in this lesson map)
- Pen/pencil for each camper
- Writing surface and markers
- 3 copies of INT 1 Activity Sheet D (Leadership Detectives)

Recommended Agenda:

Defining Leadership (INT 1)

Objective 2

- Activity modification: Use stories provided in the lesson. Ask for three volunteers. Split remaining campers into three groups. Distribute Activity Sheet D (Leadership Detectives – not included in *Camper Leadership and Reflection Journal*) to the three leaders and assign each leader one story. The groups will then travel to each leader and the leader will read the story to the group. After all campers have heard the three stories, bring them back to one collective group. Ask the following question: "What do all of these leaders have in common?"
- After defining leadership with Transparency Master A (quote by John Maxwell, page 3) and discussing what makes each of the three stories about a leader, ask "Who at camp do you see as a leader and why?"

Objective 3

- Activity modification: Using Activity Sheet E (Daily Leadership Challenge, pages 4-5), ask campers to identify examples of how people can influence others in a positive way. Encourage campers to identify 3 examples specifically at camp.
- Alternate activity: Ask campers to look for examples of people serving in leadership roles (or using specific leadership styles) during the rest of the day in camp and be prepared to share tomorrow. Campers can write what they observe in their *Camper Leadership and Reflection Journal*.

Leadership Styles (INT 5)

Objective 2

- "Now that we know what leadership is, what do you think leadership style means?" Ask campers to think about this question, find a partner and discuss their answer, and share their interpretation of a leadership style.
- Next, share the definitions of leadership style that appear on Transparency Master A (Define the Term "Leadership Styles", page 6). Distribute Activity Sheet B (Leadership Style Inventory, pages 7-9) and follow instructions in the lesson. Once the campers have come back together from their letter groups, ask one person from each group to volunteer. Each volunteer will then read the description of their letter to the group from Activity Sheet C (Leadership Styles, page 10). Move directly into Objective 3.

Objective 3

- "Now that we understand what leadership styles are and where we stand, it is important that we realize the potential strengths and challenges of each leadership style." Ask campers to go back to their letter groups and brainstorm strengths and challenges. Instruct them to come up with at least two strengths and two challenges. Circulate between groups. After ample time has passed for the campers to complete the activity, bring the groups back together and display Transparency Master C (Comprehend the Strengths and Challenges of Each Leadership Style, page 11). Only reveal one group at a time. During discussion, ask campers what they can do to overcome the challenges listed.

Recommended Review and Reflection:

Use the e-Moment below in addition to the reflection questions provided on page 12 in the *Camper Leadership and Reflection Journal*.

e-Moment: Eye Witness News Moment

Interview Questions

1. What is leadership?
2. What kind of leadership opportunities do people experience at camp?
3. What is a leadership style?
4. Can you give examples of a leadership style?
5. How do you overcome your leadership style challenges?

Train-the-Trainer Approach and Online Training Course —

ACA used a train-the-trainer approach to prepare camps to be involved in Camp 2 Grow. This model is based on adult learning theory, which states that people who train others remember 90% of the material they teach, and diffusion of innovation theory, which states that people adopt new information through social networks. Thus, the Camp 2 Grow train-the-trainer approach involved first preparing a cadre of nationally trained and skilled “Master Trainers,” who in turn trained camps located in their respective geographic regions.

To provide additional training, ACA developed a Camp 2 Grow Online Training Course which was available to camp directors and staff who were responsible for implementing Camp 2 Grow. Many participating camps used the online course to provide training for camp staff that could not be served through the train-the-trainer process.



“C2G has taught me how to get involved with others in a respectful, cooperative manner.”
(camper quote)



“A leader is a person who influences others in a positive way. A type of person who takes a stand for what they want to do. A person who wants to do something or have goals, and they put their mind to it to achieve them. I am a leader but I still need to work on taking my stand!”
(camper quote)

Camp 2 Grow Program Evaluation Design

Logic Model

A logic model was designed to illustrate the aims, elements, and short- and long-term goals (Appendix B). This model was the framework for the evaluation plan.

Design

The design was a mixed methods approach that resulted in qualitative and quantitative data focused on youth outcomes and self-perceptions related to environmental leadership. The quantitative data were collected with pre- post-test written surveys in the 18 participating camps. Pre-tests were administered by the Camp2Grow staff the first full day of camp while the post-tests were administered within the final 24 hours of camp.

Specific expectations related to growth included that youth would:

- Show gains in specified outcomes related to leadership and connection to nature from pre-test (or baseline) to post-test.

- Articulate feelings, attitudes, and perceptions of their own behaviors as leaders and young people who care about the environment

Measures

Camper Survey and Workbook

A revised 36 item camper survey that served as the core for the pre- and post-test was a compilation of 6 scales designed to assess participants' growth in the domains identified as part of environmental leadership (i.e., affinity for nature, teamwork, responsibility, independence, empowerment, and problem solving) (see Appendix C). Each of these areas was captured by a subscale adapted from the ACA Youth Outcomes Battery (Ellis, Sibthorp, & Bialeschki, 2007; Sibthorp, 2008) except for empowerment, which was constructed from three items from the Characteristics of the Experience Scale (Sibthorp, 2001). Each of the items from these scales was measured along a 6-point Likert scale in which responses ranged from 1 (false) to 6 (true).

Campers had opportunities to complete exercises and activities in their Camp 2 Grow workbook as a part of their leadership training experience. Staff encouraged the youth to complete a final set of summary open-ended questions that addressed questions related to ways the training had influenced their ideas about themselves, nature, and leadership. These qualitative data were collected and analyzed, to learn what youth thought of Camp 2 Grow and other larger social (i.e., environmental) issues.

Parent and Staff Surveys

An online survey was designed to assess parents' perceptions about their child since they had returned from camp. Questions focused on aspects of environmental leadership, the leadership project planned by the child, and parent demographic information. Camp 2 Grow staff were also asked to complete a paper survey that was very similar to the parent survey. Staff provided their perceptions about their campers' environmental leadership knowledge and skills as well as an assessment of the curriculum.

Data Collection

Camp directors from each of the eighteen participating camps learned the evaluation process at a training session and/or through an online training module prior to the start of camp. The directors were briefed on the survey content and the data collection process as well as how to obtain camper/parent permission. The survey packets were mailed directly to the camp where the Camp2Grow staff administered them on the pre-test and post-test schedule. The packets of completed camper surveys as well as the open-ended questions were mailed to the evaluation team along with the staff surveys. The quantitative data were analyzed with SPSS while the qualitative data were open-coded and grouped by emergent themes. The themes were further analyzed through selective coding to summarize the conceptual results and determine outcome patterns perceived by the youth. The parent data were collected through an online survey that was also statistically analyzed.

Camp 2 Grow Program Outcomes

Survey results

Campers from 13 out of 18 participating Camp 2 Grow completed the pre-post pilot testing of the surveys. A total of 178 male (N=55) and female (N=121) youth between the ages of 12 and 19 years old (mean age = 14.4) matched on pre- and post-tests. The sample was comprised of Caucasian (62%), Hispanic (14%), African American (8%), Asian (2%) and multi-racial (9.6%) campers who attended camp for an average of 23.8 days.

Repeated measures analysis was used to assess the impact of time spent at a nature-based camp that included the C2G curriculum on measures of campers' environmental stewardship. Results indicated that there were significant differences between pre- and post-test scores on the study instrumentation ($F(6, 172) = 11.67, p < .001$). Paired samples t-tests were used to compare means from the pre- and post-test on each of the six outcome variables (affinity for nature, teamwork, independence, responsibility, empowerment, and problem solving). Affinity for nature, independence, empowerment, and problem solving showed significant gains over time after adjusting for multiple comparisons. Teamwork and responsibility were non-significant.

Significant differences in youth were found in the areas of: affinity for nature, independence, problem-solving, and empowerment.

Results of Camper Open-ended Questions

This analysis focused on five specific open-ended summary questions that allowed campers to respond in ways that summarized and integrated their skill and knowledge development. A variety of themes were found within the campers' responses.

While it is beyond the scope of this report to provide a discussion of all of the themes, the following section summarizes five areas of open-ended questioning in the workbook. The major themes are included along with quotes to illustrate in the campers' words how they responded to the question.

Citizenship

How would you use your new knowledge and skills to benefit your family, neighborhood, school or community?

- Help others
- Carry out environmental efforts
- Improve camper's individual attributes (organized, responsible, respectful, etc)
- Be a better person and role model
- Make a difference in school activities and academics

"It will help because I will be able to solve conflict in new ways and continue to be a positive role model."

"I would volunteer to help out more and participate in different activities and events."

Personal Awareness

What did you learn about yourself as a result of C2G?

- How to be a good leader/role-model
- Improve individual attributes (mature, patience, responsible, mindful)
- How to work with others
- How to set goals and work hard to reach them

"That I CAN make a difference!"

"I learned that I could be good at this and come from being a follower to a leader!"

"I've learned to be more respectful and kind toward others and more conflict resolution techniques."

"I've learned that sometimes I act too brashly and too inconsiderately. This program has helped me slow down and think about options instead of impulsively acting."

Nature

The reasons why I think it's important for kids to spend time in nature...

- Learn about nature, issues, preservation
- Love being outdoors and in different setting
- A chance to explore and learn new things
- Learn about self

"so they understand the world they live in and why it's important to try and save it."

"Because it can really spread and widen your world view in a positive way, and because it will create good memories."

"it puts them in a different area of comfort for them to explore and be themselves."

"because they should know that there is more to living than TV, Computers, and all that junk."

"It can help you learn to make your own fun. When you don't have electronics there is less to do but you can still have fun. People need to know that."

Being at camp has influenced the way I think about nature and being outdoors by helping me...

- Appreciate and enjoy nature
- Learn and respect for nature/living things
- Simplify (away from tech)
- Lessen my fears
- Have fun

"makes me realize just how important nature is to me and why it is good to spend time in it and learn about it."

"teaching me that sometimes being outside in the fresh air is better than sitting indoors with the AC on and the TV running."

"Seeing how green the plants and trees are- also seeing the animals that I wouldn't see often too."

"conquering a lot of my fears and working hard with others."

"a lot! A lot because I feel like it's regular being in nature now."

Leadership

Leadership was a predominant point of reflection to the campers. They wrote about the importance of positive attitude, setting goals, and having strong communication skills. The following quotes are illustrative of some of these ideas they shared when asked to define a leader.

"There are many words you can use to describe a leader: determined, outgoing, hard work, humble, courageous, and many more. To me to be a leader, you need the capacity to listen to others, accept what they said, and make a solution to problems. Also leaders must be able to lead and persuade others into following them."

"A leader is one that leads by example. In my opinion a leader takes charge to be their self but at the same time, shows that they can and will make things better! You never have to wait for someone to tell you the rights and wrongs- you just know from being a responsible young adult. 'In order to be a leader, you must lead by example'- this is a quote that I take upon myself everyday no matter the case."

"A leader is a person who influences others in a positive way. A type of person who takes a stand for what they want to do. A person who wants to do something or have goals, and they put their mind to it to achieve them. I am a leader but I still need to work on taking my stand!"

Conclusions and Recommendations

Conclusions

In summary, camps have long provided a means for helping people learn valuable life skills. Leadership and environmental stewardship are key areas for intentional focus in camps. Being with other youth develops personal skills but a purposeful leadership program can enhance those efforts. In addition, most camps utilize nature as a context for learning. Developing a positive attitude towards the outdoors and a meaningful connection to nature is a first step in encouraging environmental stewardship on a broader level. Camp 2 Grow offered a way to address both leadership and environmental awareness for young people.

The Camp 2 Grow evaluation results suggest a number of conclusions based on this second year of program implementation.

Camp2Grow participants gained in positive youth outcomes related to independence, empowerment, problem-solving, and nature stewardship.

Youth experienced growth in their emotional connection to nature (affinity for nature) as a result of the Camp2Grow experience in a camp setting.

The 2010 findings support the findings from the 2009 Camp 2 Grow pilot, suggesting that older campers may gain important leadership skills, such as independence and problem solving, as well as form important connections to nature when they participate in an intentionally-designed environmental leadership curriculum at camp.

This study adds to existing camp literature on environmental educational and youth development by documenting the ways campers might develop environmental stewardship during their time at camp.

The findings also support the implementation of intentionally-designed curricula such as the Camp 2 Grow program as an effective learning strategy to reach desired outcomes.

Recommendations

Youth program providers interested in targeting leadership and environmental stewardship outcomes are encouraged to consider the following recommendations.

Camp 2 Grow was an appropriate program framework for teaching youth about leadership and nature stewardship.

Youth who received the greatest benefits from Camp-2Grow were older campers who were participating as counselors in training (CITs) or leaders in training (LITs) and who had direct opportunities at camp to apply the knowledge and skills they learned in the program. Camp 2 Grow is recommended as a framework for, or a component of, a CIT or LIT program for older youth.

The connections made between the camp experience, leadership training, and teaching youth about environmental stewardship should be encouraged as a purposeful triangulated approach to youth development in camp-related contexts.

Camp experiences should be intentionally and purposefully promoted as a way to get children into the outdoors so that they can gain an appreciation for nature and how it needs to be preserved for the future. The dual mission of getting children into the outdoors and helping them be environmentally aware can be accomplished through camp.

The environmental stewardship projects that youth completed when they returned home were not evaluated. Youth may need additional community support when they return home from camp to facilitate the completion of projects. We encourage camps implementing programs like Camp 2 Grow to consider ways to facilitate both leadership opportunities and environmental projects while youth are at camp to reinforce the learning that they might apply later when they return home. Additional home and community resources may facilitate completion of post-camp environmental stewardship projects.

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Appendix A

Partners

- National FFA — The National FFA Organization is dedicated to making a positive difference in the lives of youth by developing their potential for premier leadership, personal growth and career success through agricultural education. ACA collaborated with FFA to integrate leadership lessons and customize environmental stewardship applications into Camp 2 Grow.
- National Recreation and Park Association (NRPA) — NRPA is the leading advocacy organization dedicated to the advancement of public parks and recreation opportunities. ACA and NRPA collaborated to develop an online course called Connecting Children and Nature, available to participating camps in the Camp 2 Grow program.
- Hooked on Nature (HON) — HON provides resources, workshops, and training that inspire and empower people to develop joyful, loving, lifelong relationships, with each other and the natural world. ACA is distributing Hooked on Nature’s Nature Circle Cards to camps participating in Camp 2 Grow.
- Children and Nature Network (C&NN) — Co-founded by Cheryl Charles PhD, Richard Louv (author of “Last Child in the Woods: Saving Our Children From Nature Deficit-Disorder”) and others, the Children and Nature Network links nearly 10,000 local leaders and individuals and 270+ programs working to reconnect children with nature. ACA is partnering with C&NN and on the national Nature Rocks campaign as part of Camp 2 Grow.
- ecoAmerica — Nonprofit environmental agency that establishes strategic partnerships with corporations, NGOs and government and develops large-scale, innovative engagement marketing programs focused on moving mainstream Americans closer to the environment, focusing on people rather than issues. ACA is partnering with ecoAmerica on the national NatureRocks campaign as part of Camp 2 Grow.
- The David P. Weikart Center for Youth Program Quality (formerly HighScope Educational Research Foundation) — The Center leverages its research, training and technical assistance capacities to help out-of-school time agencies build quality accountability and improvement systems that enhance professional skill sets and change outcome trajectories for youth. The Center worked with ACA to develop a Camp Program Quality Assessment (C-PQA) tool that will allow program staff (or external specialists) to conduct evidence-based research on programs using observation and interviews. The C-PQA allows for the development of an overall camp program quality profile.
- University of Utah, Department of Parks, Recreation, and Tourism — ACA collaborated with Dr. Jim Sibthorp to create a nature-based component for the newly developed Camp Program Quality Assessment (C-PQA). This supplemental component to the C-PQA measures (through observation and interview) the level of nature-based opportunities in the camp setting and activities, especially those opportunities that contribute to a child’s emotional connections to nature.

Appendix B

Camp 2 Grow Program Evaluation Logic Model

Aims	Elements	Short-Term	Long-Term Outcomes
Nature-Based Leadership Environmental Stewardship Literacy	LifeKnowledge Lessons <ul style="list-style-type: none"> • Teamwork • Leadership • Building positive relationships • Service, citizenship, and community • Character • Taking risks • Problem-solving • Planning 	Increased Leadership Attitudes and Behaviors <ul style="list-style-type: none"> • Teamwork • Responsibility • Independence • Problem Solving Confidence Increased Beliefs About Stewardship <ul style="list-style-type: none"> • Emotional affinity for nature Increased Feelings of Empowerment	Youth Are Community Leaders Youth Are Practicing Environmental Stewardship Communities Improve Through Youth Engagement

Appendix C

Camper Information

1. How old are you? _____
2. Gender (please circle): Girl Boy
3. Race/Ethnicity (please check):

<input type="checkbox"/> American Indian or Alaskan native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black/African American
<input type="checkbox"/> Caucasian/White (non-Hispanic)	<input type="checkbox"/> Hispanic/Latino	
<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> Bi-racial or multi-racial	
4. How many years have you attended this camp? _____
5. How many days will you be at this camp this summer? _____
6. What community or school activities have you participated in within the past 12 months? (check all that apply):

<input type="checkbox"/> sport team(s)	<input type="checkbox"/> church youth group	<input type="checkbox"/> drama/theater/music
<input type="checkbox"/> Scouts	<input type="checkbox"/> 4-H	<input type="checkbox"/> Student Council/Government
<input type="checkbox"/> Clubs (hobbies, debate, etc.)	<input type="checkbox"/> Community organizations (Sierra Club, Homes for Habitat, etc)	
7. Have you volunteered at a community event during the past 12 months? Yes No
 If yes, what did you do? _____

Pre-Test Camper Survey

PLEASE READ THE INSTRUCTIONS BELOW BEFORE BEGINNING THE SURVEY.

This survey will ask you about your experiences while at camp — please take a moment to examine the sample questions below.

Please look at sample question A) below. The camper filling out this survey believes that the phrase “I enjoy playing team sports” is somewhat true for him/her and circles Somewhat True.

A) I enjoy playing team sports	False	Somewhat False	A Little False	A Little True	Somewhat True	True
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Let’s look at one more example before we start. For question B) below, the camper indicated that the statement “I enjoy being outdoors” is a little false and circles A little False.

B) I enjoy being outdoors	False	Somewhat False	A Little False	A Little True	Somewhat True	True
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As you begin, please think carefully about each of your answers. It is very important to be accurate. No answers are right or wrong, and everyone will have different answers. Please put down what you actually think for each question.

Your responses are important and will help us make camp better for future campers.

DO YOU UNDERSTAND THE INSTRUCTIONS? IF NO, PLEASE ASK FOR HELP OR CLARIFICATION. IF YES, PLEASE TURN THE PAGE AND BEGIN.

For the following set of questions, think about how you are when you are in your home or community.

1. I like being in nature	False	Somewhat False	A little True	Somewhat True	Mostly True	True
2. I want to spend time outdoors	False	Somewhat False	A little True	Somewhat True	Mostly True	True
3. I enjoy the freedom of being outside	False	Somewhat False	A little True	Somewhat True	Mostly True	True
4. I am comfortable in the outdoors	False	Somewhat False	A little True	Somewhat True	Mostly True	True
5. I feel connected to the natural environment	False	Somewhat False	A little True	Somewhat True	Mostly True	True

(AFN-Pre)

For the following set of questions, think about the activities you do when you are at home, such as school, church, or community activities. Before each question, think to yourself, "At home, when I am participating in a group as a part of school or extracurricular activities..."

6. ...I can help my group be successful	False	Somewhat False	A little True	Somewhat True	Mostly True	True
7. ...I can help others succeed	False	Somewhat False	A little True	Somewhat True	Mostly True	True
8. ...I can be support my group even when they have decided to do something I don't want to do	False	Somewhat False	A little True	Somewhat True	Mostly True	True
9. ...I can appreciate opinions that are different from my own	False	Somewhat False	A little True	Somewhat True	Mostly True	True
10. ...I can place group goals above the things that I want	False	Somewhat False	A little True	Somewhat True	Mostly True	True
11. ...I can cooperate with others	False	Somewhat False	A little True	Somewhat True	Mostly True	True
12. ...I can be helpful in a small group of kids my age	False	Somewhat False	A little True	Somewhat True	Mostly True	True
13. ...I can work well with other people in a small group	False	Somewhat False	A little True	Somewhat True	Mostly True	True
14. ...I need less help from adults	False	Somewhat False	A little True	Somewhat True	Mostly True	True
15. ...I can make decisions by myself	False	Somewhat False	A little True	Somewhat True	Mostly True	True
16. ...I can make decisions without adults helping me	False	Somewhat False	A little True	Somewhat True	Mostly True	True

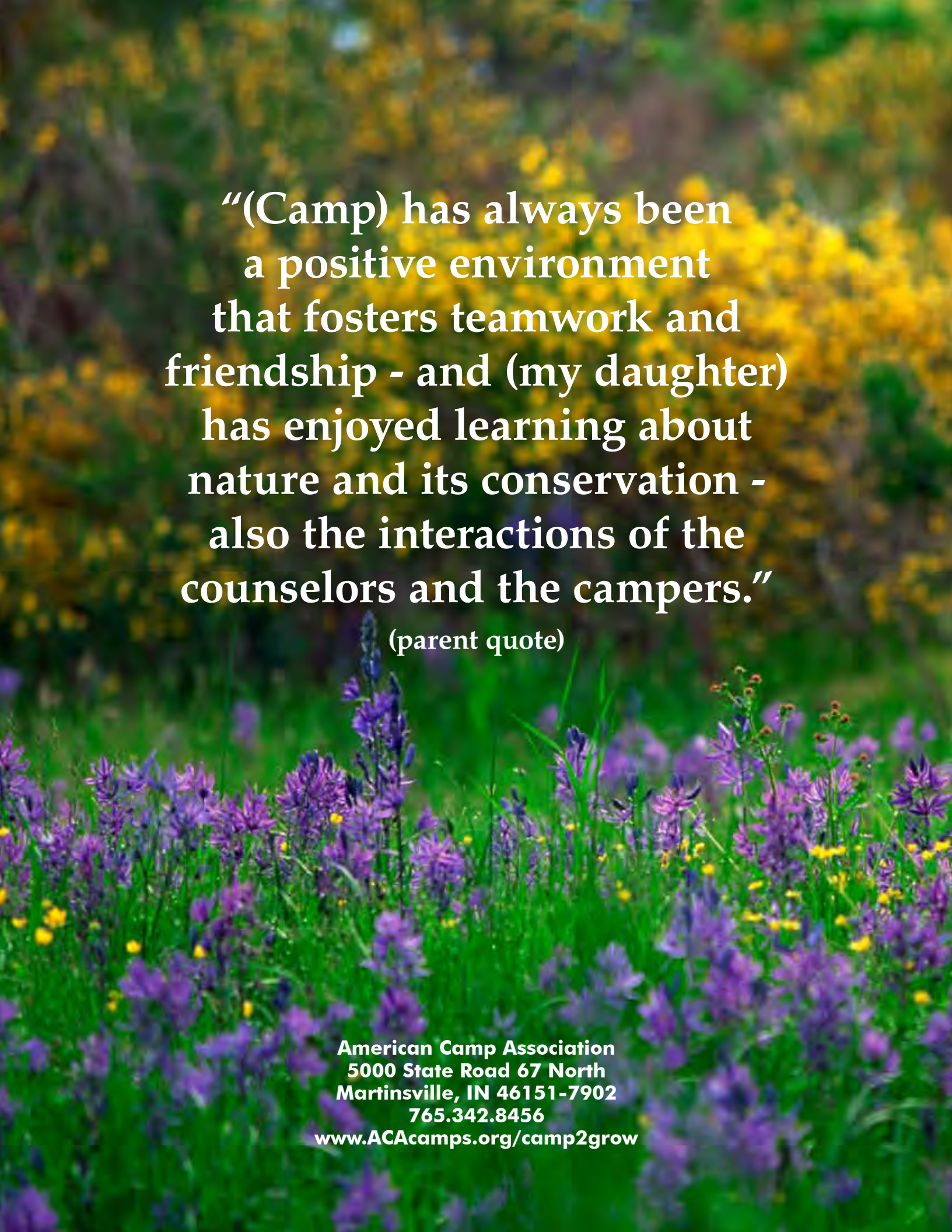
17. ...I can take care of myself	False	Somewhat False	A little True	Somewhat True	Mostly True	True
18. ...I accept responsibility for my actions	False	Somewhat False	A little True	Somewhat True	Mostly True	True
19.... I own up to my mistakes	False	Somewhat False	A little True	Somewhat True	Mostly True	True
20. ...I don't blame others for my mistakes	False	Somewhat False	A little True	Somewhat True	Mostly True	True
21...I try to make things right if I mess something up	False	Somewhat False	A little True	Somewhat True	Mostly True	True
22. ...I try to fix mistakes that I make	False	Somewhat False	A little True	Somewhat True	Mostly True	True
23...I apologize if I hurt someone's feelings	False	Somewhat False	A little True	Somewhat True	Mostly True	True
24...I feel like I have important responsibilities in my group	False	Somewhat False	A little True	Somewhat True	Mostly True	True
25...I feel like I make important decisions in my group	False	Somewhat False	A little True	Somewhat True	Mostly True	True
26...I feel like I contribute to my group's success	False	Somewhat False	A little True	Somewhat True	Mostly True	True

(YOB-Pre)

For the following questions, think of the difficult problems you face when you are at home, in school, or participating in an activity. How do you respond when you face problems in your day-to-day life?

27. When I have a problem, I know the source	False	Somewhat False	A little True	Somewhat True	Mostly True	True
28. When I have a problem, I look for the things that might be causing it	False	Somewhat False	A little True	Somewhat True	Mostly True	True
29. When I have a problem, I stop and think about options before making a decision	False	Somewhat False	A little True	Somewhat True	Mostly True	True
30. When I have a problem, I think of different ideas and combine some to make the best decision	False	Somewhat False	A little True	Somewhat True	Mostly True	True
31. When I have a problem I choose a realistic plan	False	Somewhat False	A little True	Somewhat True	Mostly True	True
32. When I have a problem I make good choices about what to do	False	Somewhat False	A little True	Somewhat True	Mostly True	True
33. After dealing with a problem I check to see if the problem has gotten better	False	Somewhat False	A little True	Somewhat True	Mostly True	True
34. After dealing with a problem I consider how it worked out	False	Somewhat False	A little True	Somewhat True	Mostly True	True

(YOB PSC-Pre)



**“(Camp) has always been
a positive environment
that fosters teamwork and
friendship - and (my daughter)
has enjoyed learning about
nature and its conservation -
also the interactions of the
counselors and the campers.”**

(parent quote)

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