



Love and Logic Tips for Camp Ho Mita Koda

5 basic principles of Love and Logic:

1. Preserve and enhance the child's self-concept. Encourage children to struggle with solvable problems, receive guidance from adults, achieve success, and attribute their success to effort.
2. Teach children how to own and solve the problems they create. Children learn problem solving skills when they are required by the adults around them to think about and solve the problems they create. They also learn when adults teach problem-solving skills through modeling and instruction.

Problem solving steps:

- a. Empathy
 - i. How sad? I bet that hurts. I know how it feels to be interrupted.
 - ii. Send the power message. "What do you think you are going to do?"
 - iii. Offer choices. "Would you like to hear what other kids have tried?" At this point, offer a variety of choices that range from bad to good. It's usually best to start out with the poor choices. Each time a different choice is offered, move on to Step 4, forcing the child to state the consequence in his/her own words. This means that you will be moving back and forth between steps 3 and 4.
 - iv. Have the child state the consequences. "How would that work for you?"
 - v. Give permission for the child to either solve or not solve the problem. "Good luck. I hope it works out for you." "Have no fear! Even if the child makes a poor choice, s(he) may have a double learning lesson."
3. Share the control and decision making.
4. Combine consequences with high levels of empathy and warmth. When consequences are given using trust, empathy, and warmth, students are more likely to be cooperative and to copy behavior modeled by adults.

5. Build the adult-child relationship. Students who lack positive relationships with their educators and other adults at school display more disruptive behavior and are more likely to disengage from academic activities and are more likely to drop-out before they graduate.

Love and Logic focuses on:

- Locking in empathy before delivering consequences
- Setting limits with enforceable statements (choices you can live with)
- Sharing control through lots of small choices
- Neutralizing arguing

Time Out vs. Taking time for yourself: The time out process allows the teacher to decide when the student can return. Taking time away from the group allows the student to decide when to return. However, if the student returns with a bad attitude, he/she should be sent back to the recovery area to do a better job of repairing his or her attitude. When sending a student to a recovery area, be sure to say, "You get back here just as soon as you can. We want you back with us."

Give choices that you can live with:

Would you like to wear your coat or carry it?

Do you want to walk or run over to the rest of the group?

Are you going to eat your sandwich first on your own or would you like me to hold onto your crackers/desert for you until it is finished?

Would you prefer to stay with the group and stop what you are doing, or would you prefer to take some time by yourself away from the group?

CHMKisms:

If kids are talking all at once or over you

ìI call on friends who raise their hands.î

ìOh, this is so sad. I'm trying to talk and someone is being disrespectful. How do you think that makes me feel?î

ìI'm so sorry, but I'm not actually taking questions right now.î

ìI'll wait on a beach in Mexico until I'm feeling respected.î (At this point, I like to close my eyes and smile big.)

If kids all want to volunteer or go first

ìFriends who are respectful and follow directions will get to go first.î

ìI will choose the most respectful person to get to go first.î

If a kid isn't budging and you need to go

ìWould you like to walk with me or jump instead?î

ìIf the rest of the group moves without us, I won't feel as safe. Do you mind going with me so that we can stay safe together?î

If kids are being quite unruly

ìOh all of this commotion is really draining my energy and hurting my head. I may not be able to have the energy to put the boats away and clean all the gear. So, y'all can help me even more today than usual.î

ìWow! I see that your body is really out of control right now. Why don't you take some time to control your body and think about the choices you are making by that tree right there. I can't wait for you to come back with us, so as soon as your body is in control and you're making better choices, please come join us.î

If a kid is being rude to another kid

ìWas that a respectful thing to say? Would you like it if he spoke to you that way?î

If a kid is frustrated

ìHow could you have explained that in a more supportive way? We're all a team and support is very important in teamwork.î

Whenever you need to tell a child not to do something, explain to them "Why?" in an empathetic way.

"I notice you aren't wearing your shoes. Do you think that is a good choice or a bad choice? Why is it a bad choice? If they don't know, "Well, what is over there (glass)? What do you think would happen if you didn't see it and stepped on it?"

If a kid tattles on another,

"I am sorry she made you feel that way. What are you going to do about it?"

"That's really a bummer, but my name is _____, not _____. You might want to talk to _____ about that."

If a kid is upset (crying/yelling) and attempting to communicate with you,

"I really want to hear what you have to say, but I can't understand your words right now. Take some time to calm down a bit and when your words are like mine I would love to hear what you have to say."

"It sounds like you're really mad. I want to listen and understand. I will listen when your voice is as calm as mine. Call me over then."

For a kid that argues

"You are way too cool for me to argue with you."

"I care about your safety too much to argue."

15-minute Love & Logic Training for Camps, 6-15-11

I want staff to walk away with 5 new toolsÖ one tool per three minutes.

I. Intro

Love and Logic focuses on:

- Locking in empathy before delivering consequences
- Setting limits with enforceable statements (‘choices you can live with’)
- Sharing control through lots of small choices
- Neutralizing arguing

II. Choice Activity: Pick 2 staff; one is a camper and the other is a counselor. The task is to have the instructor put a climbing helmet on the staff and then tell the camper that helmets stay on in the helmet zone. In the next scenario, you take the place of the instructor. The idea is to see how many choices you can give the camper while putting on a helmet. For exampleÖ Do you want me to stand and put it on or kneel? Do you want red one or green one? Do you want me to strap it first or once it is on? Do you want me to put it on forwards or backwards? Should I talk like an old lady or an alien as I do it? Then, give the clear instruction re the rule about the helmet zone. Which is the kid most likely to listen to?

III. Screaming Fit Activity: Send one instructor staff outside. Have a staff role play a ‘I don’t want to go hiking’ screaming fit. Have instructor staff come in and deal with it. In Take 2, you play the instructor staff and give it a simple ‘I am so sorry you feel this way. When your voice sounds like mine and body is calm, I would be so happy to talk with you.’

IV. Tattletale Activity: Create a role play with a tattletale. Have novice staff try to deal with it. You do Take 2 with a ‘I am so sorry she made you feel that way. What are you going to do about it?’

V. Arguing activity: Call out 2 staff. Have them each take a very strong position about something. For example, have 1 be the head of SIMBA saying that mountain biking is the best sport by far and here is why. Have the other be the CEO of the AMGA saying that climbing is way better. Let them go at it for a while. In take 2, you become the director of the American Whitewater Association with a simple, ‘You are way to cool to argue with’ response.

VI. Braindead activity: Staff often times think they need all of the answers; not true. Do a simulation of the Boulder "Modern Family" incident from Wed. Have a role play where a camper goes to a staff and says along the lines of "My parents got divorced because my dad is a homosexual. Now I live with my Dads. I told that to my new friends and they started picking on me. I hate this camp, and I never want to come back." THIS IS SO MUCH TO DEAL WITH DURING THE DAY. Staff will do their best to try to make it all better, talk to the kids, do lessons on tolerance, etc. etc. Ultimately, a great answer for something like that would be, "Wow. I am so sorry. I really care about you, and I want you to feel safe. I don't know what to do about this right now. But, please know that you are so important to me so after camp I am going to speak with your parents, the Director, other staff, and altogether we will make a plan to address this issue. Thank you so much for telling me; that was very brave of you."
