



Camp-Inspired Learning for the Fall Holidays
 Monday, 14 September 2020, 1pm EDT
 Considerations for Box Programming
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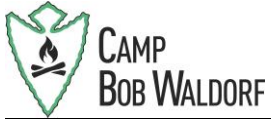
The following is a worksheet to track and consider questions regarding box programming in your setting. This worksheet is not exhaustive, and there are blank spaces at the end to add your own questions/considerations. The first column is the question, the second is what CBW did, and the third is a space for your own thoughts/notes. There are four different sections: 1. Budget/Financial Decisions 2. Materials, Supplies, and Box Contents 3. Logistics/Registrations/Distribution 4. Programming (includes some projects).

Budget/Financial Decisions

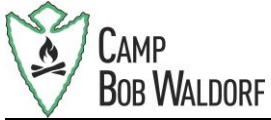
Question/Consideration	Example: CBW	Your Notes
What is the budget per box/overall?	<ul style="list-style-type: none"> Dependent on summer v. year-round programs 	
What is the financial model? Fee-for-service? Free? Financial assistance available?	<ul style="list-style-type: none"> Pay what you can (payment ranged from \$0 - ~\$200) 	

Materials, Supplies, and Box Contents

Question/Consideration	Example: CBW	Your Notes
Are you making assumptions about what additional supplies will be needed? How will you communicate this? (Hello Fresh model, full service model, etc.)	<ul style="list-style-type: none"> In general, assuming that campers do not have any of the <u>shelf stable materials</u> (we included scissors, paper, crayons, plants, and much more...tried to be as accessible as possible) DID NOT include non-shelf stable ingredients (ice for ice cream making) 	



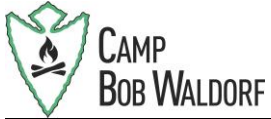
<p>What are you putting the projects in? Box? Bag? What is the cost and time of assembly?</p>	<ul style="list-style-type: none"> • Projects put in cardboard, branded boxes for sturdy storage. • We designed our own boxes with messages from our professional team. • Cost and time depends on quantity, size of box, and distributor. • Critical to know where on your site you will assemble, store, etc. 	
<p>How and from where will you acquire supplies?</p>	<ul style="list-style-type: none"> • We acquired supplies from a variety of vendors. Make sure to leave enough time to have materials shipped to your site, expecting delays due to COVID and challenges with USPS, etc. • Sometimes, vendors say that they have materials in stock and when you get to checkout they do not, or the stated price changes. 	
<p>WHAT are you putting into the boxes?</p>	<ul style="list-style-type: none"> • We put in all sorts of things: art supplies, scissors, etc. • From our learning, we recommend NOT putting in: items that spoil, heat or cold sensitive items, food items (allergies, animals, you just do not want to go there). 	



	<ul style="list-style-type: none">• Be careful with some art supplies and sharps. Make sure to inform your constituents.• We put moss and a plant in a project and realized some people might be allergic and put allergen labels for things that did not have contents listed on package.• Recommend putting in a tablecloth for kids to set up their space.• Recommend model magic, it's a great catch all for any topic. There are great 1 oz. packets that we used all the time as time fillers and when we needed to improvise.• We put each project into a bag that was individually labeled with the project name and the date on which it would be taught virtually. We put projects into gallon size Ziploc-type bags. Some challenges with projects that were larger than the bag or had sharps that pierced the bags.	
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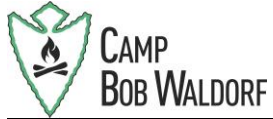
<p>How will you perform quality control to check to make sure all boxes have all pieces?</p>	<ul style="list-style-type: none"> • Once all boxes were assembled and before being sealed, they were checked by someone who did not pack them to make sure all contents were there. 	
<p>Will you include an activity book or schedule in the box?</p>	<ul style="list-style-type: none"> • We included an activity book with the activity instructions. • We had schedules broken into more categories than the three box levels, so we kept the printed schedules loose for distribution in conjunction with box pick-up. • The same principle applies for anything that is unique to an individual and not the same for everyone in the group. An example of this is a t-shirt. You might have an elementary schooler and a high schooler who are both size medium. Therefore, distribute separately from the boxes where there are only 3 macro groups. 	
<p>Will you do pre-packaged kits/activities or will you assemble them?</p>	<ul style="list-style-type: none"> • We assembled all kits with the exception of one of the 18 projects. • This is a trade-off. Often more expensive to buy pre- 	



	<p>made kits and also you can't be as creative. That being said, you reduce the amount of individuals handing materials, and the amount of time it takes to assemble.</p>	
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Logistics/Registration/Distribution

Question/Consideration	Example: CBW	Your Notes
<p>What is the duration of the program/how many projects per box?</p>	<ul style="list-style-type: none"> • 6 week program • 1 project/week • 1 bag of extra goodies • 7 bags per box, total 	
<p>How many iterations of the box will there be and how will you make sure to keep it organized?</p>	<ul style="list-style-type: none"> • In the summer, we did ONE box for the season per camper • There were 3 iterations of the box: grades 3-5, 6-8, and 9-12 	
<p>PPE for assembly, etc.?</p>	<ul style="list-style-type: none"> • Followed guidelines for people who could be assembling (mask wearing, glove wearing, social distanced in spaces, and more) • Staged boxes multiple days before distribution • Each box (ES, MS, HS) was assembled in a different building for contact tracing, if needed (we knew who 	



	was assembling in each space)	
How will projects be distributed? Contactless pick-up? USPS? FedEx, etc.?	<ul style="list-style-type: none"> • We conducted contactless pick-up over three days in three different parts of Los Angeles (very large metropolitan area). We shipped some boxes if a family had a person who tested positive for COVID, etc. • Be advised that costs are very different between shipping providers. 	
Do you have a capacity regarding number of participants / a deadline for registration?	<ul style="list-style-type: none"> • <u>Highly</u> recommend this. It is critical to have a deadline and a max amount so you can order supplies, always knowing you might come in a bit under or over. 	
How will you organize your boxes?	<ul style="list-style-type: none"> • <u>LABEL</u>. We labeled every box with the box type (elementary, middle, high). • We also labeled every box with allergens (food and otherwise) for anything that did not have a label or we knew could be harder to detect. 	



Programming

Question/Consideration	Example: CBW	Your Notes
<p>Will the box programs occur in conjunction with a virtual program? If yes, is there anything involved in the project that could spill or be an issue around tech?</p>	<ul style="list-style-type: none"> • Programs/kits in the box facilitated online on a pre-determined schedule. • YES, there were potential spill hazards. Staff trained to know how to give instructions for caution and to open things in a certain order, etc. The key is having <u>clear</u> instructions and expectations such as we ALL wait for our counselor to let us know when to open the kit (ES kids). 	
<p>Will programs be synchronous/a-synchronous?</p>	<ul style="list-style-type: none"> • Programs could be done either synchronously or a-synchronously. 	
<p>Will you include written/visual instructions?</p>	<ul style="list-style-type: none"> • Yes. In order for campers to participate synchronously or a-synchronously we wrote instructions for every activity. Some campers followed along because it was easier to read instructions than listen to them. • Make sure to translate into any languages spoken in your community. • Consider having visual instructions for learners 	



	who need/benefit from a visual aid.	
How much assistance will a child need from someone older? Examples include opening things, complicated or multiple steps, cooking with a hot surface, etc.?	<ul style="list-style-type: none"> Ultimately, we tried to eliminate the need for assistance from someone older than the camper. By designing programs that are developmentally appropriate, this can generally be avoided. 	

Project examples:

Grades 3-5	Grades 6-8	Grades 9-12
Terrariums	Ceramic Plate Decorating using Pictographs (language/culture of your choosing)	Sh'Monsters (create your own stuffed animal with the text of the sh'ma inside)
Dino Slime (slime making with dinosaur figurines)	Tie-Dye	Macrame
Bucket Hat Decorating	Kokedama String Ball	Bath Bombs
Painting with Bob Ross (watercolors using Bob Ross method → hilarious and wonderful creations!)	Rainbow Pasta*	Hummus Making*