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Organized Camp and Character Development

By

Veronica Ripp

A Thesis

Submitted in Partial Fulfillment of the Requirements  
For the Master of Science in Recreation

Department of Recreation, Parks, and Leisure Studies

STATE UNIVERSITY OF NEW YORK  
COLLEGE AT CORTLAND

May 2013

Approved:

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## Organized Camp and Character Development

Veronica Ripp

State University of New York at Cortland

2013

The purpose of this study was to examine the relationship between organized camp and character development. In particular, it looked to determine to what extent organized camp affected campers' character, including how much change in character campers' experienced in a week at camp, what aspects of character were most influenced, and what factors about camp had the most impact on campers' character. The study was multimodal in design, using the Values in Action Inventory for Youth (VIA-Youth) as a pre and posttest for quantitative analysis and camper interviews, staff interviews, and researcher observations for qualitative analysis. Seven completed VIA-Youth pre and posttests were returned to the researcher, which made the quantitative data less valid than if more surveys had been returned. It was found that camp has a positive effect on campers across several virtue categories especially transcendence. In interviews, campers almost always had a positive attitude about the benefits of camp. Older campers tended to be able to more clearly articulate complex benefits of camp. Counselors were found to be a major factor influencing the campers' experience of camp. The very structure and attitude of camp and how it is run was also highly influential on camper perceptions of camp. It was determined that, while based on the quantitative, camp obviously had a positive effect on campers, the quantitative data was less clear because of the short time frame of a camp session as well as the nature of the survey instrument used.

## Acknowledgements

Many thanks to: my committee for sticking with me these long couple of years, my mom for being a sounding board and motivator, and my roommates, especially Katrina, who kept me focused and yelled at me when I got distracted.

I would like to dedicate this thesis to two individuals who were involved with my research whom unfortunately passed away while I was in the writing process. Chris Peterson was a positive psychologist and professor at the University of Michigan. His work helped inspire my thesis topic and the VIA-Youth that he helped create was the instrument used in this research. Jen Ferner was one of my supervisors who worked for Girl Scouts NY Penn Pathways. She showed great interest in my thesis and helped me out a lot in my first summer as a camp director. I wish both of their families the best and I hope to “pay it forward” by continuing to work with youth to help improve their character.

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## **Chapter 1**

### **INTRODUCTION AND STATEMENT OF THE PROBLEM**

Research in the area of resident camp is developing. Most notable are the three ACA (American Camp Association) sponsored studies of 2005-2006 (Henderson K., 2006). Character research is also developing. The Values in Action Inventory for Youth (VIA-Youth) is breakthrough in its conception of character (Park & Peterson, 2006). Both camp research and character research could benefit from further development. Those involved in the camp field know how valuable camp is, but more research needs to be done in order to communicate the value of camp to the wider world. Research on the connection between character and organized camp is needed to determine if character development is one of the benefits that campers receive from their camp experience.

### **Character**

Character is the foundation of a well society and something that every culture desires to foster in their youth (Park & Peterson, 2006). Some conditions enable individuals to develop character traits more easily and others detract from character development (Peterson & Seligman, 2004). Even though many may argue against



scientific study of character because of cultural relativism and the vast potential scope of the word “character,” Park and Peterson believe that character can be studied empirically and that doing so can be particularly valuable in helping us learn how to cultivate what we value in our children (Park & Peterson, 2006). Peterson & Seligman encourage future research into discovering what environments would be most conducive to enabling character, but caution against extreme environmentalism (Peterson & Seligman, 2004).

### **Research of Organized Camp**

An analysis of literature reveals that camp professionals report positive outcomes in the character of campers. Professionals are adamant that camp has a positive influence on campers. They see something distinctive in the camp experience, an environment that allows adults to introduce values to children in a unique manner that is unavailable outside camp (Boffey & Overtree, 2002; Gucker, 2001). This development is not stagnant, or limited to a certain group of children. Camp builds character for children of all ages and stages of development (Smith, 2001). Nor is the opportunity for character building limited to a certain type of camp. All camps have some sort of value structure, be it explicit or implicit (Connelly, 2005). This structure, consisting of everything from the staff hired, to the daily schedule, to the choice of board games in the cupboard, will inevitably have some sort of influence on the youth attending the camp. The more explicit the value structure the better opportunity the camp has to develop the character of their campers (Kohn, 2003).

Those involved in organized camping know how valuable it is. However, the organized camping world needs to be able to document and communicate its value in order to be accountable to outside sources and demonstrate the value of organized camping (Henderson, 2007). Camp research has been done since 1929. A resurgence in attention to camp research occurred in the late 1990s. Most research about camp has been anecdotal. Individual camps have done evaluations of their own programs, but have not used the same instruments, so comparisons are problematic (Henderson, 2007).

Many aspects intrinsic to the nature of camp make it difficult to study. Research is essentially intrusive; it is especially difficult to gain parental permission (Henderson, 2007). Camp research is complicated by the wide variety of variables involved. Individual campers are typically studied, but the individual experience is highly dependent on the group experience consisting of peers, staff, and even the particulars of the camp's program. It is highly intricate to control all these variables. Sampling issues also hinder camp research. Single camp studies have been the most common, but their research is not generalizable to other camps. Control groups are also next to impossible because of the nature of the camp experience. The best method of studying camps may be a small-scale qualitative study, but such research still may not be generalizable (Henderson, 2007).

### **Notable Studies**

The first known study of organized camp was in 1929, when Dimock and Hendry researched character at a YMCA summer camp for boys. They think that camp has many

characteristics that make it opportune for character education. Dimock and Hendry state that camp allows for social development through intimate contact, peer influence, emancipation from adult authority, group influence, democratic citizenship (depending on how camp is organized), quality camp counselors, and an all consuming lifestyle (i.e. no gap like between school and home environment) (Dimock & Hendry, 1929). Like Dimock & Hendry, the ACA study “Directions” found camp to have a variety of positive influences on campers. “Directions” showed that camp benefits children’s confidence, self-esteem, social skills, ability to make new friends, independence, leadership, willingness to try new things, and spiritual growth. (Henderson, 2006). The overwhelming conclusion from this study is that camp has a positive influence on campers. However, more research is needed since there is very little empirical research to substantiate the anecdotal knowledge about camp.

There is not enough known about the overall structure of character and how to foster its development. It is known that character is important, since it is valued across cultures, time periods, and continents. General research of organized camps has shown that camps are beneficial to camper development, but this research has not focused on character in particular. Research done in the past several decades about organized camps has focused on outcomes. Outcomes based research seems to be the trend across all youth development fields. It is seen as essential to prove the significance and worth of the program. While outcomes based research focuses on the benefits of organized camp and character development is beneficial to campers, outcomes based research does not directly study character. There are similarities between the two areas of research, but they do not match up enough for the two to be comparable research areas.

### *Purpose of the Study*

The development of character is essential to healthy child development. The purpose of this research is to discern the beneficial outcomes of organized camp that relate to character development. It explores whether or not camp improves the character of youth and what it is about camp that seems most influential in character development. This research uses multiple methods because it is thought that what makes camp successful is a combination of factors that cannot be measured only quantitatively.

Some research questions that will be explored during the research process include the following: How does camp influence character? What factors influence character? What are characteristics common among campers with high levels of character? What are characteristics common among campers with low levels of character? What are characteristics common among campers with high levels of change in character while at camp? Are particular aspects or characteristics of camp especially influential on character development?

### *Hypothesis*

The main hypothesis is that an organized camp experience will improve the character of youth. Additional hypotheses are that camp will improve character in the following virtue categories: wisdom and knowledge, courage, humanity, justice,

temperance, and transcendence. Also, that camp is a unique environment that has certain characteristics that promote character development in youth.

### *Delimitations*

This study is delimited to Camp Hoover Day Camp of the NY Penn Pathways Girl Scout Council for the summer of 2011. Measurement of change in character is delimited to the pre and posttest measurement tools in conjunction with interviews and observation.

### *Limitations*

A variety of limitations are of concern to this study's implementation and analysis. First of all, the data collection of this study is limited to one camp. Thus, the information gathered may not be generalizable to other organized camps. Certain unique characteristics of that particular camp may make the conclusions found in this study unique to that camp. The qualitative aspects of this study make it vulnerable to researcher bias. The researcher will also be a staff member at the camp. This may bias the participant's behavior as well as the researcher's perceptions. The researcher's personal opinions about organized camping will also influence the way she interviews and observes study participants. This bias will be clearly documented and noted within researcher observations and notes. While change may be discernible over a long period of time, the period of time between the pre and post tests may not be long enough to determine a change in character. While the instrument being used is highly reliable, it is

also very lengthy. This may lead to sample attrition from participants who do not want to fill out the instrument.

### *Assumptions*

The study assumes that character is worthwhile to have in individuals and to develop in children. It also assumes that character is “culture free” and can be studied. Furthermore, it assumes that a stable variable like character is malleable and that it can be changed through a camp experience, even a short camp experience.

### *Definitions*

*Character*- most basically is the desire to do the good. Baumrind (1998, p. 13) (Park & Peterson, 2006, p. 892). Character is multi-dimensional consisting of virtues, character strengths, and situational themes. (Peterson & Seligman, 2004, pp. 10-11)

*Virtues*-“...the core characteristics valued by moral philosophers and religious thinkers: wisdom, courage, humanity, justice, temperance, and transcendence.” (Park & Peterson, 2006, p. 893). All six categories of virtue must be minimally present for an individual to be considered to have good character (Peterson & Seligman, 2004, p. 13).

*Character Strengths*-the traits that are the routes to displays of the virtues. “Character strengths are the psychological processes or mechanisms that define the virtues.” (Park & Peterson, 2006, p. 893). They include such items as hope or creativity (Peterson &

Seligman, 2004, p. 13). *Wisdom and Knowledge*-a virtue that consists of the following character strengths:

- *Creativity*-thinking of novel and productive ways to do things
- *Curiosity*-taking an interest in all of ongoing experience
- *Open-mindedness*- thinking things through and examining them from all sides
- *Love of learning*-mastering new skills, topics, and bodies of knowledge
- *Perspective*-being able to provide wise counsel to others

*Courage*-a virtue that consists of the following character strengths:

- *Honesty*-speaking the truth and presenting oneself in a genuine way
- *Bravery*-not shrinking from threat, challenge, difficulty, or pain
- *Persistence*-finishing what one starts
- *Zest*-approaching life with excitement and energy
- 3. *Humanity*-a virtue that consists of the following character strengths:
  - *Kindness*-doing favors and good deeds for others
  - *Love*-valuing close relations with others
  - *Social Intelligence*-being aware of the motives and feelings of self and others
- 4. *Justice*-a virtue that consists of the following character strengths:
  - *Fairness*-treating all people the same according to notions of fairness and justice
  - *Leadership*-organizing group activities and seeing that they happen
  - *Teamwork*-working well as member of a group or team
- 5. *Temperance*-a virtue that consists of the following character strengths:
  - *Forgiveness*-forgiving those who have done wrong

- *Modesty*-letting one's accomplishments speak for themselves
- *Prudence*-being careful about one's choices; not saying or doing things that might later be regretted
- *Self-Regulation*-regulating what one feels and does
- 6. *Transcendence*-a virtue that consists of the following character strengths:
  - *Appreciation of beauty and excellence*-noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
  - *Gratitude*-being aware of and thankful for the good things that happen
  - *Hope*-expecting the best and working to achieve it
  - *Humor*-liking to laugh and joke; bringing smiles to other people
  - *Religiousness*-having coherent beliefs about the higher purpose and meaning of life

(Park & Peterson, 2003)

*Situational Themes*- specific habits that reflect strengths in certain areas of character.

They include empathy and inclusiveness (Peterson & Seligman, 2004, p. 14).

*Moral Competence*-the ability to do the good well (Baumrind 1998, p. 13) (Park & Peterson, 2006, p. 892). "Moral competence refers to the ability to direct one's behaviour toward goals that are considered worthy and good in their own right (Hitlin & Piliavin, 2004; Rohan, 2000; Rokeach, 1973). Moral competence is the knowledge, ability, and motivation to pursue and to do good effectively. (Park & Peterson, 2006, p. 892)."

*Organized Camps*- "organized experiences in group living in the outdoors that use trained leaders to accomplish intentional goals" (Henderson, 2007, p. 755). At the typical



organized camp, programming is in the summer and the participants are under 18 years old.

*Day Camp*-an organized camp where the campers participate in camp programming during the day and sleep at home at night.

*Residential Camp*-also known as overnight camp or sleepaway camp. Campers spend both the day and night time at camp.

*Girl Scouts of the USA*-the sponsoring organization of the camp where this research is conducted. Girl Scouting was founded in 1912, it follows the Girl Scout Promise, Law and Mission, and has programming “based on the needs and interests of girls.” (Girl Scouts of the United States of America, 2012)

*Camp Staff*-includes counselors, administrative staff, programming staff, maintenance staff, and the camp nurse. All staff are trained appropriately for their position and all staff directly interacting with campers participate in a week-long training before camp begins.

*Camper*-Participant in camp programming, under 18 years old. All campers studied in this research are female.

## **Chapter 2**

### **REVIEW OF LITERATURE**

The purpose of this literature review was to examine research relating to character development and organized camp. The author's goal was to discern the beneficial outcomes of organized camp that relate to character development. The chapter covers definitions of character, relevant research, and measurement tools. Research in the area of resident camp is developing. Most notable are the three ACA (American Camp Association) sponsored studies of 2005-2006 (Henderson K., 2006, p. 761). Character research is also developing. The Values in Action Inventory for Youth (VIA-Youth) was breakthrough in its conception of character (Park & Peterson, 2006). Both camp research and character research could benefit from further development.

#### *Character*

#### **Defining Character and its Relevance**

Character is a topic that philosophers have focused on for centuries. For the purposes of this review, character was analyzed from the perspective of positive

psychology as well as that of character educators. Positive psychology is a branch of psychology that studies what is right with people rather than what is wrong with them. It emerged as a reaction to the negativity inherent to the traditional practice of psychology (Peterson & Seligman, 2004). Character education has probably been around as long as education itself, but the appreciation of the value of character education has experienced a recent resurgence (Lickona, 1991). Character will be defined here from both a psychological and educational perspective.

### ***Positive Psychology***

Character is plural. That is, there is more than one aspect to character. It is possible to have one aspect of character, but not another (Peterson & Seligman, 2004). According to Peterson and Seligman (2004) character is multi-dimensional consisting of multiple terms. Park and Peterson (2006) stated that "...character refers to the entire set of positive traits that have emerged across cultures and throughout history as important for the good life." (p. 893).

Peterson and Seligman separated character into a hierarchy consisting of three categories: virtues, character strengths, and situational themes. Virtues are the most basic and integral aspect of character. They are valued by leaders in religion and moral philosophy. The virtues are: wisdom, courage, humanity, justice, temperance, and transcendence (Park & Peterson, 2006, p. 893). Peterson and Seligman argued that all six categories of virtue must be minimally present for an individual to be considered to have good character (Peterson & Seligman, 2004). Park & Peterson (2006) said that character strengths are the traits that are the routes to displays of the virtues. They are the mental or physical mechanisms that help us process virtue. They include such attributes as hope

or creativity (Peterson & Seligman, 2004). Situational themes are specific habits that reflect strengths in certain areas of character. They include empathy and inclusiveness (Peterson & Seligman, 2004). Some conditions enable individuals to develop character traits more easily and others detract from character development. The authors encouraged future research into discovering what environments would be most conducive to enabling character, but cautioned against extreme environmentalism (Peterson & Seligman, 2004).

Competence and character are closely related. “it takes virtuous character to will the good, and competence to do good well.” Baumrind (1998, p. 13) (Park & Peterson, 2006, p. 892). Youth development seeks to develop adults of competence. “Competence is “effective human functioning in attainment of desired and valued goals” (Baumrind, 1998, p. 13).” (Park & Peterson, 2006, p. 892). Moral competence is a component of competence:

What distinguishes moral competence is the explicit moral value placed on the thoughts, feelings, and actions of the individual. Moral competence refers to the ability to direct one’s behaviour toward goals that are considered worthy and good in their own right (Hitlin & Piliavin, 2004; Rohan, 2000; Rokeach, 1973). Moral competence is the knowledge, ability, and motivation to pursue and to do good effectively. Moral competence is not entirely distinct from other types of competence, though. It relies on their optimal development and in turn may influence them. Indeed, moral competence is a generic competence that guides all other competences in constructive ways. (Park & Peterson, 2006, p. 892).

“Good character is at the core of moral competence (Baumrind, 1998). Without good character individuals do not have desire to do what is right.” (Park & Peterson, 2006, p. 892). It is generally accepted that societies want to raise youth of good character, but there is little consensus on what the components of character are. Furthermore, since there is no consensus on what good character is, it is difficult to create

tools to measure whether or not programs are effective at developing character. (Park & Peterson, 2006)

### ***Character Education***

Character is not uniform, nor are all individuals of character necessarily similar in personality. Aristotle defined character as: “the life of right conduct.” (Lickona, 1991, p. 50). Lickona defined character as consisting of “knowing the good, desiring the good and doing the good—habits of the mind, habits of the heart, and habits of action.” (Lickona, 1991, p. 51)

When we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe is right—even in the face of pressure from without and temptation from within. (Lickona, 1991, p. 51)

### **Research on Character**

The Values in Action Inventory for Youth (VIA-Youth) is a tool that measures 24 character strengths (Park & Peterson, 2006). There are four categories of strengths: temperance strengths, intellectual strengths, theological strengths, and other-directed strengths. These strength categories were developed from the work of Peterson and Seligman (2004). Other studies have measured one aspect of character, but not all of them at once. This tool seeks to systematically study all aspects of character in order to establish a concept of the underlying structure of character (Park & Peterson, 2006). Character is not only either absent or present; it can exist in varying degrees (Park & Peterson, 2006).

The virtues measured by the instrument were chosen because they appear across many different cultures, so that generalizations can be drawn. The approach is one that attempts to measure dispositions towards virtuous action rather than a focus on moral rules and reasoning. This was the first study to attempt to measure character in this way for youth (Park & Peterson, 2006).

The VIA-Youth contains 198 questions with 7-9 on each of the 24 strengths and one third of the questions are reverse scored. Over 2,000 10-17 year-olds have taken the survey which takes about 45 minutes to complete. There was no significant difference in results between those who took the survey on paper versus those who took the survey online. Testing demonstrated that the survey had internal consistency and good stability of measurement for measuring all of the different strengths of character (Park & Peterson, 2006).

“The most common strengths among youth were gratitude, humour, and love, and the lesser strengths included prudence, forgiveness, religiousness, and self-regulation.” (Park & Peterson, 2006, p. 898). Fifth graders tended to score higher overall than eighth graders, which reflects a common tendency of younger children to inflate scores when self-evaluating (Park & Peterson, 2006, p. 898). When the survey was administered in a classroom setting, the teacher also rated each student in each of the 24 categories. The correlations between the self test and the teacher’s report were almost always positive, especially in areas such as prudence, self-regulation, and fairness. Park and Peterson speculated that the areas with a high positive correlation were areas that are easily observed in a classroom setting. The ratings from the original survey also correlated well with a 5 point scale survey taken several months later. (Park & Peterson, 2006, p. 898).

Park and Peterson tested for construct validity of the 24 character strengths by having youth take the VIA test and another already verified test that measured some of the character strengths (Park & Peterson, 2006, pp. 899-900). Exploratory Factor Analysis (EFA) was used to determine four categories for the 24 character strengths: temperance strengths, intellectual strengths, theological strengths, and other-directed strengths (Park & Peterson, 2006, p. 901). Some youths who took the test also took a test that measured the Big Five (the five categories used by psychologists when diagnosing personality issues). Though Park and Peterson found some correlations between specific character strengths and certain members of the Big Five, they also found that there were things that the VIA-Youth measured that could not be captured within the constructs of the Big Five. They did not find this surprising, since psychology deliberately excludes moral measures. (Park & Peterson, 2006).

Park and Peterson note that the knowledge of these four categories could be used to create a shorter survey that would be useful in circumstances where taking the longer VIA-Youth survey would not be practical (Park & Peterson, 2006). Character is the foundation of a well society and something that every culture desires to foster in their youth. Park and Peterson believed that character should be studied just as analytically and thoroughly as personality has been studied by psychologists. Previous analyses of character have focused on particular traits rather than the whole. The VIA-Youth aims at measuring all aspects of character (Park & Peterson, 2006).

The VIA-Youth is valuable for looking at correlates between specific character traits and for measuring the effectiveness of positive youth development programs (Park & Peterson, 2006). Future research is needed to look at the development of character

strengths over time, since preliminary research has shown that certain strengths tend to be more noticeable in adults versus in children (Park & Peterson, 2006). Multi-method research into character strengths should also be done to overcome the limitations of self-report surveys (Park & Peterson, 2006). Research should also verify if the character strengths in the VIA are truly universally valued across cultures (Park & Peterson, 2006).

Even though many may argue against scientific study of character because of cultural relativism and the vast potential scope of the word “character,” Park and Peterson believed that character can be studied empirically and that doing so can be particularly valuable in helping us learn how to cultivate what we value in our children (Park & Peterson, 2006).

### *Organized Camp*

According to Henderson organized camps are “organized experiences in group living in the outdoors that use trained leaders to accomplish intentional goals” (Henderson, 2007, p. 755). At the typical organized camp, programming is in the summer and the participants are under 18 years old. Organized camps are a variety of types of camps that have more structure than a family camping trip to a National Park; they also have trained staff facilitating programming (Henderson, 2007). There is as much variety in the organized camp experience as there is in the 10 million campers who attend each summer. Youth have been attending camp in America for 150 years (American Camping Association, Inc., 2010). The average family spends \$390 to send their child to one week



of camp, the average camp budget is slightly less than \$1 million, and the average camp counselor gets paid \$200 per week (Henderson, 2007).

### **Research of Organized Camp**

An analysis of literature reveals that camp professionals also reported positive outcomes in the character of campers. Professionals were adamant that camp has a positive influence on campers. They see something distinctive in the camp experience, an environment that allows adults to introduce values to children in a unique manner that is unavailable outside camp (Boffey & Overtree, 2002; Gucker, 2001). This development is not stagnant, or limited to a certain group of children. Camp builds character for children of all ages and stages of development (Smith, 2001). Nor is the opportunity for character building limited to a certain type of camp. All camps have some sort of value structure, be it explicit or implicit (Connelly, 2005). This structure, consisting of everything from the staff hired, to the daily schedule, to the choice of board games in the cupboard, will inevitably have some sort of influence on the youth attending the camp. The more explicit the value structure the better opportunity the camp has to develop the character of their campers. (Kohn, 2003)

Those involved in organized camping know how valuable it is. However, the organized camping world needs to be able to document and communicate its value in order to be accountable to outside sources and demonstrate the value of organized camping (Henderson, 2007). Camp research has been done since 1929. An annotated bibliography of camp research was published from the 1950s through 1982. A resurgence

in attention to camp research occurred in the late 1990s (Henderson, 2007). Most research about camp has been anecdotal. Individual camps have done evaluations of their own programs, but have not used the same instruments, so comparisons are problematic (Henderson, 2007).

Many aspects intrinsic to the nature of camp make it difficult to study. Research is essentially intrusive; it is especially difficult to gain parental permission (Henderson, 2007). Camp research is also difficult because of all the variables involved. Individual campers are typically studied, but the individual experience is highly dependent on the group experience consisting of peers, staff, and even the particulars of the camp's program. It is highly difficult to control all these variables (Henderson, 2007). Sampling issues also hinder camp research. Single camp studies have been the most common, but their research is not generalizable to other camps. Control groups are also next to impossible because of the nature of the camp experience. The best method of studying camps may be a small-scale qualitative study, but such research still may not be generalizable (Henderson, 2007).

Camps can be studied in two main areas: operations and outcomes (Henderson, 2007). Camp operations research is the basis for ACA camp accreditation. It consists of studies that determine the best practices for "physical and emotional health and safety of campers." (Henderson, 2007, p. 758). Staff is a key component of camp operations. Research on camp staff has uncovered a variety of knowledge about staff. Most staff are in late stages of adolescence and have a vital role in effective camp operation. (Henderson, 2007). All ACA accredited camps conduct evaluations and there is much

evaluative research going on within organized camping. However, evaluative research does little to improve organized camping as a field (Henderson, 2007).

Outcome research is the primary way that researchers determine if organized camps help youths develop positively (Henderson, 2007). The definitive studies of organized camp outcomes are the three ACA studies of 2005-2006. The ACA studies were valuable because they were national and examined outcomes from a broad perspective rather than focusing on a single construct (Henderson, 2007).

Campers with disabilities are a group that has been studied frequently. Research has found that inclusive programs improve independence for youth with disabilities and improve social interaction and appreciation for youths without disabilities. Segregated programs are also beneficial because they provide social support in a way that is not possible in an integrated camp (Henderson, 2007).

Many aspects of camp outcomes need further study. The relationship of short and long term benefits has not been studied and needs to be studied to see if the short term benefits affect children later in life (Henderson, 2007). Camp could also be studied from a social ecology perspective, meaning that a particular environment can promote, discourage, prohibit, or even require certain behaviors (Henderson, 2007). Camp research needs to refine outcome definitions and how outcomes and operations are related. This should be studied in both large-scale quantitative and small-scale qualitative studies. Family camping is another area that could be studied. The benefit of nature itself for children and the validity of Louv's "Nature Deficit Disorder" could also be studied (Henderson, 2007). The next sections will cover particular studies and tools to research organized camps.

### *Camper Growth Index*

Camper Growth Index for Children (CGI-C) is a measurement tool developed to study the beneficial outcomes of camp for youth. The CGI was created instead of adapting a tool designed for schools or other settings because the camp setting was deemed to different for such an adaptation to be feasible (Henderson, 2006). The research team, funded by the American Camping Association (ACA), reviewed existing literature about camp outcomes and visited 20 camps to determine what outcomes most camps seek to achieve. They derived four areas of developmental outcomes: positive identity, social skills, positive values and spiritual growth, and thinking and physical skills (Henderson, 2006).

The instrument was designed to be taken pre and post-camp experience along with a 6 month follow up. The CGI-C was designed for an eight-year-old's reading level using a four point Likert scale, with the neutral central point omitted deliberately. The surveys were coded by camp and campers were asked to disclose their sex, age, race, and grade (Henderson, 2006).

The CGI-C was pilot tested in 2001 with 259 campers. At that time, the test consisted of 130 items; factor analysis was used to narrow the test to 52 questions. The narrowing of the survey focused on the question "In what ways do children change because of camp experiences?" (Henderson K. A., 2006, p. 7). Eight constructs were determined after piloting that the research team wanted to measure: positive identity, social skills, positive values, leadership, decision-making, environment, adventure/exploration, and spirituality (Henderson, 2006). The pre and post-test of the

CGI-C was field tested in the summer of 2001 at 21 camps with about 300 campers, their parents, as well as staff observations of campers. Ten constructs were determined from field testing: positive identity, independence, leadership making friends, social comfort, peer relationships, positive values, spirituality, adventure exploration, and environmental awareness. Camper scores correlated well with their parent's scores (Henderson, 2006).

Average camper scores in all four domains measured above 3.00 out of 4.00, which demonstrated that the campers already viewed themselves to be high functioning in all four areas. This made the opportunity for improvement small (Henderson, 2006). Henderson suggested that a more sensitive instrument might be better capable of reading improvement than the four point Likert scale used in the CGI-C (Henderson, 2006). The tool is valuable for individual camps to study their outcomes (Henderson, 2006).

### ***Dimock and Hendry: Camp Amek***

In 1929, Dimock and Hendry researched character at a YMCA summer camp for boys. They thought that camp: "Not being counted "educative" in the traditional sense, the camp is free--if it will--to be honestly and seriously educative in the true sense" (Dimock & Hendry, 1929, p. ix). Camp has certain advantages over a school setting for character education. For example, if a camper spends nine weeks at summer camp, they spend more time at camp in a year than they spend in school, even excluding sleep time (Dimock & Hendry, 1929). Additional assets of camp that make it opportune for character education include that Camp is a natural setting whose simplicity makes it particularly suited to play more than the artificiality of a civilized city (Dimock & Hendry, 1929). Camp also allows for social development through intimate contact, peer

influence, emancipation from adult authority, group influence, democratic citizenship (depending on how camp is organized), quality camp counselors, and an all consuming lifestyle (i.e. no gap like between school and home environment) (Dimock & Hendry, 1929).

Dimock and Hendry administered a variety of evaluations with campers at Camp Ahmek during one summer in the 1920s. Campers were given questionnaires asking them to rank the “10 aims of camp” and asked what they thought the “biggest things a boy gets out of camp” were in order to determine what they themselves considered the most important things about camp (Dimock & Hendry, 1929, p. 17). Most relevant to character development were the observations of campers. There were 54 areas of positive and negative behavior observed in 173 boys during one summer at Camp Ahmek. Areas of negative behavior observed included rough language, selfishness, and fear of water. Positive behavior areas included shouldering responsibility, facing disagreeable facts, and displaying courage. The most change was noted in younger boys. The highest category of behavior improvement was in the category of “making friendly approach to an unlikeable boy.” 47 of 200 parents completed evaluations of their sons one month after camp was over. Their responses were also overwhelmingly positive with the greatest improvement in the category of self confidence (Dimock & Hendry, 1929).

Dimock and Hendry concluded that their methods were not conclusive enough for generalizable results. Tentative results did show positive behavior changes, reduction in negative behaviors, and changes in attitudes. Not all boys experienced behavior improvements at summer camp. However, there was a high degree of correlation between quality leadership in a group of boys and their improvement in behavior over the course

of the summer. It can be inferred that, the group counselor is the most important factor in positive behavior changes in campers. Dimock and Hendry found that positive changes decreased in older campers (above 12 years old). They also noted that values or ideals that are emphasized by the camp were more likely to show improvement in related behaviors and that parents observed greater behavior changes than camp staff. Behavior changes observed at camp did tend to persist after camp, according to parents.

***ACA Outcomes Study: Directions***

The ACA study “Directions” showed that camp benefits children’s confidence, self-esteem, social skills, ability to make new friends, independence, leadership, willingness to try new things, and spiritual growth. (Henderson, 2006). ACA accredited camps were selected for the sample in a multistage random sample strategy. Camps were selected to ensure that there was distribution across various categories to ensure that all types of ACA camps were represented (Henderson, 2006). Ninety-two camps participated in the survey over the summers of 2002 and 2003. The sample was comparable to the overall ACA membership.

The overwhelming conclusion from this study was that camp has a positive influence on campers. This study administered surveys to parents, staff, and campers prior to the campers attending camp, at the end of camp, and 6 months after camp had concluded. Significant growth was reported by all groups surveyed in all four areas that were assessed. Some of the more noteworthy categories in which significant growth was reported included: values and decisions, peer relationships, self-esteem, independence, leadership, and friendship skills. Much of the growth that professionals believe occurs at resident camp cannot be easily captured quantitatively (Boffey & Overtree, 2002;

Scanlin, 2001; White, 2009). This lends great significance to the respondents' answers to open ended questions within the study surveys. Several of these anecdotal responses are quoted below:

**Table 2.1 Selected responses from ACA surveys**

<b>Response</b>	<b>Camper</b>
I learned a lot about respect and my real values in life, what they really should be.	Louise, Age 14
I learned how to be honest about stuff.	Abigail, Age 9
At camp, you learn new abilities for specific activities but you also learn lessons that will just generally help you sometime or other during camp and life.	Seth, age 13
Most of all, campers mature. They find themselves making good, sound decisions without realizing how wonderful those decisions are, or how difficult they would have been to make at the beginning of the session.	Mark, Age 18
Campers here gain confidence. They become less self-centered and more willing to try new things. They learn empathy; become less afraid of nature (bugs, spiders, raccoons, etc.), of new things in general. They learn that tantrums don't get you anywhere, but that trying does.	Heather Age 20

(Philliber Research Associates, 2005)

As with the quantitative research, these anecdotes suggest that campers developed in a positive way from their experiences at camp. The particular quotes noted above speak more directly towards growth in character. They speak to all three components of Lickona's definition of character: understanding them, caring about them, and living them out. For example, Abigail learned about the value of honesty and Heather observed campers valuing patience rather than throwing a tantrum (see Table 2.1). With the use of either form of measurement, positive growth in areas related to character development was noted.

### ***ACA Outcomes Study: Inspirations***

The second ACA study "Inspirations" refined the examination of the benefits of camp. It found that the greatest strength of camp was supportive relationships, especially



between campers and staff and the greatest weakness was youth involvement (Henderson, 2006). The study sought to answer three main questions:

- How does the developmental quality of the camp experience vary by the type of camp they attend?
- How does the developmental quality of the camp experience vary by characteristics of the camper?
- What contributes most to an optimal camp experience?

(Youth Development Strategies, Inc., 2006, p. 3)

This study used Youth Development Strategies, Inc. (YDSI) as a resource, specifically the “Community Action Framework for Youth Development” which consists of four core areas on which a youth development program should focus. These are: supportive relationships, safety, youth involvement, and skill building. Eighty camps participated in the study, 44 from the 2004 ACA study. As in the previous studies, the camps were for-profit and non-profit independent camps, religiously affiliated camps, agency affiliated camps, single sex, and co-educational camps. The survey was a 62 question survey administered to groups of 10 to 18 year-olds at each camp. Over 7,000 youths were surveyed.

Results were organized into three categories: campers who were having an optimal, mixed, or insufficient experience. The most positive result came in the Supportive Relationships category, where 69% of youth were found to have optimal experiences. 41% had an optimal experience in Skill Building, 30% in the Safety Category, and only 5% in Youth Involvement. Different camps had different strengths. For example, campers at religiously affiliated camps were more likely to feel safe. Other

differences between camp types include that longer session lengths had greater numbers of youths with optimal results in Supportive Relationships and Skill Building. All boys' camps had higher numbers in Supportive Relationships and Skill Building and all girls camps had higher numbers in Safety than their co-ed counterparts (Youth Development Strategies, Inc., 2006). Differences based on camper characteristics include higher numbers of optimal results in Supportive Relationships and Safety for campers who have gone to camp for multiple summers. Older campers also tended to have more optimal results than younger campers (Youth Development Strategies, Inc., 2006).

The study concludes that the area where the most improvement was needed was in Youth Involvement, which included: "be involved in meaningful roles with responsibility, have input in decision-making, have opportunities for leadership, and feel a sense of belonging" (Youth Development Strategies, Inc., 2006, p. 3).

### ***ACA Outcomes Study: Innovations***

The third ACA study "Innovations" had 23 camps develop and implement strategies to improve their camps. Most camps experienced improvements especially if they tried to improve multiple areas instead of focusing only on one area of improvement (Henderson, 2006). The third ACA study worked with camps to improve them in all four categories studied in Inspirations, especially Youth Involvement.

Like the previous ACA study, YDSI was used as a resource. Twenty-three camps were involved in this study. The study used data from the 2004 survey of 80 camps; the 23 camps were volunteers from the original 80 camps. They were mostly residential camps. They included for-profit and non-profit independent camps, religiously affiliated camps, agency affiliated camps, single sex, and co-educational camps. Nine areas of

improvement in three categories of practice were distilled from the 2004 study (Youth Development Strategies, Inc., 2006). Each camp made an individual plan for improvement based on their survey results. They then worked with YDSI to implement strategies for improvement. Listed below are the three categories of practice with areas for improvement within them:

#### Organizational Structure

1. Low youth to staff/volunteer ratios
2. Safe, reliable, and accessible activities and spaces
3. Continuity and consistency of care

#### Organizational Policies

4. Ongoing, results-based staff and organizational improvement process
5. Flexibility in allocating available resources
6. Community engagement

#### Organizational Activities

7. Range of diverse, interesting, and skill-building activities
8. Youth engagement in organizational decision making
9. High, clear, and fair standards

(Youth Development Strategies, Inc., 2006, p. 3)

Youth involvement and skill-building received the most focus by camps and so therefore had the most noticeable change. It was found that camps that focused on all three areas of improvement experienced twice the overall improvement of those camps

that focused only on one or two of the three areas (Youth Development Strategies, Inc., 2006).

### ***Other Research***

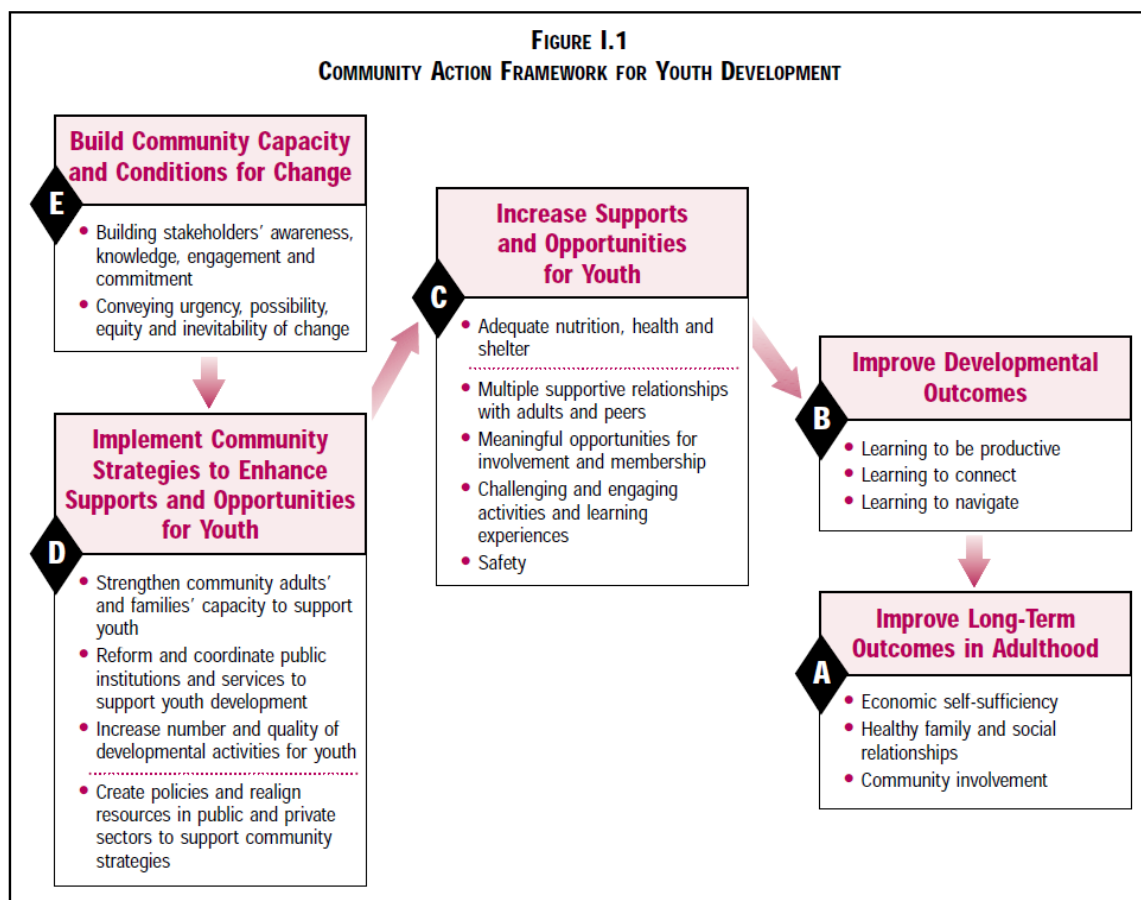
#### ***Girl Scout Camp Tool Kit***

A tool kit for measuring the outcomes of Girl Scout camp exists for the use of Girl Scout councils (SPEC Associates, 2000). However, there are no published results of studies produced with this tool kit. Other aspects of the nature of this tool kit also limit its effectiveness, especially for the analysis of character development in youth. The tool kit is tailored specifically to Junior Girl Scouts which is only one of four age populations served by Girl Scout camp. Additionally, only some of the outcomes that the study assesses are directly applicable to building the character of girls. Those outcomes that are applicable only assess one aspect of the definition of character, namely, whether girls increasingly act on values, but not whether they are more aware of them or care more about them than they did before attending camp. This tool also is not available to the myriad of non Girl Scout camps.

#### ***Community Action Framework for Youth Development***

Youth development is an approach that tries to achieve outcomes for youth that will help them progress to be healthy adults. It is fairly recently developed approach that is a positive approach versus the negative prevention approach used in the past (Gambone, Klem, & Connell, 2002). Youth Development focuses on the whole person rather than just certain negative choices. This study sought to discover how to measure

long term outcomes of youth development, which have yet to be well studied and see what sort of programming can produce these outcomes. This is what the “Community action framework for youth development” was created to do (Gambone, Klem, & Connell, 2002). Gambone, Klem, & Connell have found that the research literature shows correlations between the supports and opportunities and the long term outcomes (2002).



(Gambone, Klem, & Connell, 2002, p. 5)

### *Girl Scouts of the U.S.A. National Outcomes Study*

The 1997 Girl Scouts of the U.S.A. National Outcomes Study looked at the overall effect of Girl Scouting on girls (Hwalek & Minnick, 1997). Using nine measureable outcomes derived from the four program goals of Girl Scouting, the study found that Scouting has a generally positive impact on girls. Girls were asked to rate

themselves based on the nine measureable outcomes: self-reliance, self-competence, social skills, respect for others, feelings of belonging, values/decision-making, helpfulness/concern for the community, teamwork, and leadership. The ratings of Girl Scouts and non-member girls were then divided into four age groups and compared. In 31 of the 36 categories Girl Scouts rated themselves higher than non-member girls (15 of these were statistically significant). Equally noteworthy were the ratings that teachers and troop leaders assigned to girls. Teachers rated Girl Scouts higher than non-member girls in every category with statistically significant differences half of the time. Troop leaders were asked to rate the girls in their troops on the nine categories. They rated the girls at greater than 70% of all possible points in every category and 80% or greater in six of the nine categories. As demonstrated by this study, Girl Scouting has a positive impact on the development of girls in the nine categories studied. Since Girl Scout camp is a part of Girl Scouting and many of the nine categories fall under the definition of character, this study suggests that summer resident camp develops the character of young people.

### ***Directions and Conclusions***

The research covered in this literature review suggests several directions for research. Organized camp seems to have abundant potential, but there is very little empirical research to back up the anecdotal knowledge about camp. Since there is minimal research on organized camps, both qualitative and quantitative research is needed. Outcome research is especially important because such research validates the

existence of organized camps and encourages parents to send their children to camp (Henderson K. A., 2006).

Most current research focuses on youth development, which is an umbrella term for a variety of different subcategories, such as self-esteem, leadership, and confidence. The difference between youth development research and character research is the particular benefits studied. Character research, as pioneered by Petersen and Seligman (2004) is focused on particular traits that are holistic, historic, and universally valued. Character traits are valued across all cultures, they have been in existence for centuries, and they encompass all aspects of human life. Youth development research tends to focus on the benefits that the camp program explicitly claims. The researcher thinks that character is an undiscovered benefit of camp that is so implicit to the program that most organized camps are unaware of the impact they are having on their campers' character.

Camps have many different goals for outcomes, which complicates a large scale study. One way to simplify research would be to focus on a particular agency that has organized camps and focuses on character in their outcomes. The mission of Girl Scouting is: "Girl Scouting builds girls of courage, confidence, and character who make the world a better place." (Cloninger, 2005). Though Girl Scout specific research has looked at the overall outcomes of camp and studied courage and confidence, such research has not directly covered the area of character development. Since character development is one third of the organization's mission statement, it would be highly valuable to Girl Scouting to have information on the character development benefits of Girl Scout summer camp.

The research above also noted that role models, namely staff, are particularly important to positive camper development (Dimock & Hendry, 1929; Youth Development Strategies, Inc., 2006). There is much that could be studied about camp counselors and their relationship to character development. There could be a strong correlation between the character of the primary counselor and the amount of character or overall development of their campers or any other number of variables relating to the campers under their guidance. Research could also be done on whether or not camp develops character in counselors.

Small scale qualitative studies are often dismissed as not valuable because they are not empirical nor are they easily generalizable. However, small scale qualitative studies are valuable for studying organized camps because of how fully they are able to perceive a whole host of uncontrolled variables. They can capture the whole situation of an organized camp's dynamic more comprehensively than a large scale survey study. Since character is a whole structure that consists of many variables, qualitative studies also have the potential to capture aspects of character that are not feasible to cover in a large scale study. Camp and character both consist of too many interdependent variables to be easily captured in a large scale survey style study, which makes a small scale qualitative study a valuable alternative to the traditional survey approach.

There is not enough known about the overall structure of character and how to foster its development. It is known that character is important, since it is valued across cultures, time periods, and continents. General research of organized camps has shown that camps are beneficial to camper development, but this research has not focused on character in particular. It is difficult to focus on character in a large scale study on camp



outcomes, since camps have such diverse outcome goals. A small scale qualitative study would be valuable to study the benefits of organized camp on character development in youth, since the small scale allows for deeper research and the qualitative nature allows for a more cohesive understanding of all the variables involved. Since previous research has noted the importance of role models at camp, the influence of staff would be an essential variable to study within this research. This study could be completed at a Girl Scout camp, since character is a core component of the Girl Scout mission statement.

## **Chapter 3**

### **METHODS AND PROCEDURES**

#### *Study Design*

The study was multimodal in design. It used a pre and post test survey instrument as well as researcher observations and subject interviews. The study sought to determine what effect camp has on the character development of campers. Data were collected from pre and post-tests with the VIA-Youth survey, from interviews with campers and staff, and the researcher's observation journal. Pre tests were taken on Monday morning as campers were bused to camp and post tests were taken on Friday as campers took the bus home. Interviews occurred over the duration of the summer camp season. The researcher kept an observation journal for the entire summer. The research journal consisted of two types of observations: intense short periods of observation that occurred a few times per session as well as more broad observations that the researcher discovered during the overall time spent at camp.

### *Subject Selection*

For this study, the entire camper population of Camp Hoover Girl Scout Day Camp was involved in the study. The number of campers served did not exceed 250 individuals. Campers who were 10 years or going into 5<sup>th</sup> grade were asked to take the VIA-Youth survey instrument. Specific campers and staff were chosen for in-depth interviews. The campers were chosen based on researcher observations and camp staff recommendations. Campers were interviewed on a regular basis until the point of saturation of knowledge or as many as could be feasibly interviewed in the time allotted. The staff were also interviewed, since they have a different perspective than the campers and spend more time at camp with more campers. The Institutional Review Board of SUNY Cortland Approved this study. See Appendix A for the human subjects application and Appendix B for the approval letter. Parents were mailed a letter explaining the study and asking for their consent for their daughters to participate in the study. See Appendix C for this letter.

### *Instrument*

The Values in Action Inventory for Youth (VIA-Youth) was used to measure character (Park & Peterson, 2006). It is a tool that measures 24 character strengths in four categories: temperance strengths, intellectual strengths, theological strengths, and other-directed strengths (Park & Peterson, 2006). These strength categories were developed from the work of Peterson and Seligman (2004). Other studies have measured one aspect

of character, but not all of them at once. This tool seeks to systematically study all aspects of character in order to uncover the underlying structure of character (Park & Peterson, 2006). Character is not only either absent or present; it can exist in varying degrees (Park & Peterson, 2006).

The selected virtues were chosen because they appear across many different cultures, so that generalizations could be drawn (Park & Peterson, 2006). The approach is one that attempts to measure dispositions towards virtuous action rather than a focus on moral rules and reasoning. Park and Peterson's study was the first study to attempt to measure character in this way for youth (Park & Peterson, 2006).

The survey format used in this study contains 198 questions; 7-9 on each of the 24 strengths, and one third of the questions were reverse scored. Over 2,000 10-17 year-olds have taken the survey, which takes about 45 minutes to complete. There was no significant difference in results between those who took the survey on paper versus those who took the survey online (Park & Peterson, 2006). Testing demonstrated that the survey has internal consistency and good stability of measurement of the different strengths of character which can be seen in Table 3.1. Strengths were scored on a one to five scale. Gratitude (3.89), humor (4.02), and love (3.77) tended to be greater strengths while the lesser strengths included prudence (3.29), forgiveness (3.30), religiousness (3.52), and self-regulation (3.29). (Park & Peterson, 2006).

Table 3.1 Psychometric properties of VIA-Youth

Psychometric properties of VIA-Youth (Sample One,  $N = 250$ )

	M	s.d.	Coefficient of variation	$\alpha$	Six-month test-retest reliability	Correlation with teacher rating	Correlation with self-rating
Authenticity	3.36	.77	.23	.84	.56*	.28*	.34*
Beauty	3.35	.98	.29	.87	.63*	.32*	.55*
Bravery	3.58	.69	.19	.78	.55*	.14	.47*
Creativity	3.80	.75	.20	.83	.58*	.20	.51*
Curiosity	3.68	.73	.20	.77	.55*	.22	.38*
Fairness	3.69	.68	.18	.85	.58*	.30*	.37*
Forgiveness	3.30	.83	.25	.80	.52*	.20	.31*
Gratitude	3.89	.75	.19	.85	.50*	.33*	.32*
Hope	3.71	.76	.20	.83	.55*	.23	.44*
Humor	4.02	.73	.18	.83	.58*	.20	.30*
Kindness	3.69	.68	.18	.81	.59*	.19	.31*
Leadership	3.42	.79	.23	.83	.62*	.22	.50*
Love	3.77	.82	.22	.84	.62*	.20	.45*
Love of learning	3.59	.80	.23	.85	.58*	.24	.36*
Modesty	3.41	.66	.19	.74	.48*	.20	.32*
Open-mindedness	3.47	.70	.21	.80	.58*	.14	.37*
Perseverance	3.50	.76	.22	.84	.68*	.24	.37*
Perspective	3.54	.70	.20	.78	.63*	.21	.29*
Prudence	3.29	.75	.23	.81	.62*	.28*	.27
Religiousness	3.52	1.14	.33	.91	.71*	.19	.23
Self-regulation	3.29	.72	.22	.76	.58*	.31*	.31*
Social intelligence	3.54	.64	.18	.72	.60*	.14	.27
Teamwork	3.83	.69	.18	.79	.46*	.27	.18
Zest	3.58	.76	.21	.80	.58*	.18	.41*

\*  $p < .002$ .

(Park &amp; Peterson, 2006, p. 897)

Fifth graders tended to score higher overall than eighth graders, which reflects a common tendency of younger children to inflate scores when self-evaluating (Park & Peterson, 2006). When the survey was administered in a classroom setting, the teacher also rated each student in each of the 24 categories. The correlations between the self test and the teacher's report were almost always positive, especially in areas such as prudence, self-regulation, and fairness. As can be seen in Table 3.1, Park and Peterson speculated that the areas with a high positive correlation are areas that are easily observed in a classroom

setting. The ratings from the original survey also correlated well with a 5 point scale survey taken several months later (Park & Peterson, 2006).

Park and Peterson tested for construct validity of the 24 character strengths by having youth take the VIA test and another already verified test that measured some of the character strengths (Park & Peterson, 2006). Exploratory Factor Analysis (EFA) was used to determine four categories for the 24 character strengths: temperance strengths, intellectual strengths, theological strengths, and other-directed strengths (Park & Peterson, 2006). Some youths who took the test also took a test that measures the Big Five (the five categories used by psychologists when diagnosing personality issues). Though Park and Peterson found some correlations between specific character strengths and certain members of the Big Five, they also found that there were things that the VIA-Youth measured that could not be captured within the constructs of the Big Five (Park & Peterson, 2006).

Park and Peterson believe that character should be studied just as analytically and thoroughly as personality has been studied by psychologists. Previous analyses of character have focused on particular traits rather than the whole. The VIA-Youth aims at measuring all aspects of character (Park & Peterson, 2006). The VIA-Youth is valuable for looking at correlates between specific character traits and for measuring the effectiveness of positive youth development programs (Park & Peterson, 2006). The full VIA-Youth Survey as it was administered to campers is available in Appendix D

### *Treatment*

A sample schedule is in Appendix E. The treatment that participants underwent was a one week session at a Girl Scout Day Camp in Upstate New York. Campers had the opportunity to participate in boating, swimming, games, fishing, hiking, flag ceremonies, songs, and other program specific activities that are dependent on the program for which they were enrolled. Campers signed up for a specific program when they registered for camp. The camp was divided into units of less than twenty girls that were based on their age range and program for which they had enrolled. They participated in most activities with their unit; a few activities, such as lunch, were camp wide. Daily, each unit participated in prescheduled arts and crafts and swim time and each unit participated in boating about two times each week. Other time during the day was spent with their unit. Unit time was planned by the campers, led by their counselors, and driven by the program in which the campers had enrolled. For example, the girls who signed up to be a part of the Slimey Science camp program did science related activities during their unit time, with a goal of completing a badge related to science.

Counselors supervised campers at all times. All counselors participated in training prior to the start of camp and were over 18 years old. Other staff included: Nurse, Arts and Crafts Director, Assistant Director, Director, and Site Manager. All staff had the appropriate licenses or certifications for their position (e.g. CPR/first aid, lifeguard, WSI, nursing license, etc). Campers ate lunch that they had brought from home and had an afternoon snack provided by the camp. One night a week campers had the choice to stay overnight at camp. The camp was licensed with the state of New York to be a day camp.

### *Data Collection*

Data were collected over the five weeks of camp sessions except for the first week of camp. It was determined that collection should not start until the second week of camp so that staff had time to adjust to camp before the study began. Starting on the second week of camp, the counselor who was responsible for bus supervision was given the task of collecting camper consent forms and administering the pretest on the first day to those campers who were old enough and had signed consent forms. The survey administrators were given a script to read to campers before they took the pre test (See Appendix F). Campers who were noted as remarkable or representative by the camp staff or researcher were interviewed. Campers were chosen based on their qualities that made them unique from the other campers or the qualities that made them a good representative of the overall camp population. Campers were interviewed who had been coming to camp for many years or who were attending for the first time that summer and campers were interviewed across the entire age spectrum of the population. The interview script template is available in Appendix G and a complete sample camper interview transcript is available in Appendix H. Staff were interviewed in informal group settings to supplement the camper interviews and to ask questions that were beyond the campers' comprehension level. A sample portion of a staff interview is available in Appendix I.



### *Data Analysis*

The VIA-Youth Survey data was inputted into the [www.viame.org](http://www.viame.org) website. Data were received back from the VIA Institute after it had been reduced to the 24 character strength categories. Data were further analyzed to compare pre and post tests. Total score from pre and post test were compared. Means and standard deviations were determined. Due to the small sample size, P values were determined using the Wilcoxon signed-rank test. Data were divided based on virtue categories and compared or supplemented with information gathered from camper and staff interviews. The standard alpha level of .05 was used for comparing pre and posttests.

Qualitative data were analyzed based on the research questions of: What factors influence character? What part of character does that factor influence? How does that factor influence character? What character strengths does camp influence or not influence? Inductive reasoning was used to determine themes from the interview transcript data. The researcher read and reread the data to determine emerging themes. Camper interviews were based on a standard set of questions (See Appendix G). For analysis, the interviews were broken up based on those questions. Data were analyzed based on each question. The researcher read and reread each section of data. Themes in the data were outlined in a separate document and important quotations were copied and pasted. Common answers to questions emerged from the data analysis. A randomly selected section of the data was given to another researcher to audit the dependability of the researcher's analysis. Similar themes were drawn from the data by both researchers.

## **Chapter 4**

### **RESULTS**

Results presented in this chapter are based on camper interviews, staff interviews, and the VIA-Youth (Values in Action Inventory of Strengths for Youth) pre and posttest that were administered to campers. The overall results of the VIA-Youth will be presented first followed by more detailed results that are paired with camper interview data. This data is organized based on six categories. Each category corresponds with a virtue category that Park and Peterson (2006) developed for the VIA-Youth. Next, the factors that influence campers in an organized camp setting are discussed. Finally, other relevant findings are presented.

#### ***VIA-Youth Overall Results***

All campers who had signed consent forms and were old enough to take the VIA-Youth survey instrument were offered the survey on the bus to camp the first morning of camp. Of the 52 pre test surveys returned to the researcher, 19 were completed. The posttest was administered on the bus ride home Friday evening at the end of the last day of camp. Seventeen post tests were received and seven were completed. Therefore there

were seven matched pre and posttest surveys and a total of 69 surveys received. The small number of surveys returned completed is a major limitation to the validity of the results presented in this chapter. Most of the quantitative results presented are based on the seven matched surveys. Further discussion of the limitation of the survey tool and its administration are discussed in chapter six.

The VIA-Youth contains 198 questions scored on a Likert scale from 1-5. Table 4.2 shows the total score for the completed pretests. The range of potential scores goes from 24 to 120, so the scores listed here are on the higher side which is consistent with the findings of the survey instrument creators (Park & Peterson, 2003). They noted that individuals tend to rate themselves higher on self report scales and that middle school age children especially tend to inflate their scores more than high school age children. Also, some campers who were nine years old were allowed to take the VIA-Youth even though they were below the ten year old age limit because they were in the same grade as the ten year old campers. Scores on the pretest ranged from 62.26 to 100.69 with a standard deviation of 9.36 and a mean of 85.80. As seen in Table 4.2, the posttest scores on completed tests ranged from 77.15 to 104.88 with a standard deviation 9.87 of and a mean of 92.69. The difference of mean from pretest to posttest is 6.89 which is a 5.74 percent increase based on the total potential score of 120.

**Table 4.1 Total Score  
Completed Pretests (n=19)**

Participant Age	Total Score
9	83.60
9	62.26
9	93.47
9	85.86
9	90.00
10	86.45
10	91.87
10	69.22
10	92.83
10	87.68
10	77.99
11	93.23
11	77.97
11	86.58
11	92.11
11	100.69
12	76.70
15	89.88
16	91.83
Mean Score	85.80
SD	9.36

**Table 4.2 Total Score  
Completed Posttests (n=7)**

Participant Age	Score
10	77.15
10	96.29
10	103.92
10	90.40
11	90.08
11	86.10
11	104.88
Mean Score	92.69
SD	9.87

There were seven pairs of pretests and posttests. Scores on the pretest ranged from 69.22 to 100.69. Posttest scores ranged from 77.15 to 104.88. Differences ranged from -6.01 to 12.41.

**Table 4.3 Statistical Significance of Paired Pretests and Posttests**

Participant	1437	5139	4347	2340	3027	6645	9168	Mean (N=7)
<b>Pretest Total Score (N=7)</b>	69.22	92.83	86.58	92.11	87.68	100.69	77.99	86.73
<b>Post test Total Score (N=7)</b>	77.15	96.29	90.08	86.10	103.92	104.88	90.40	92.69
<b>Difference (N=7)</b>	7.92	3.46	3.50	-6.01	16.24	4.19	12.41	5.96

### *Virtues and Character Strengths*

The 24 character strengths measured in the VIA-Youth are organized into six categories based on the virtue they help to develop. These virtue categories are: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. Each character strength is organized by the virtue it strengthens and is defined in Table 4.3.

**Table 4.4 Character Strengths Categorized by Virtue and Defined**


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1. Wisdom and knowledge	<ul style="list-style-type: none"> <li>• Creativity: thinking of novel and productive ways to do things</li> <li>• Curiosity: taking an interest in all of ongoing experience</li> <li>• Open-mindedness: thinking things through and examining them from all sides</li> <li>• Love of learning: mastering new skills, topics, and bodies of knowledge</li> <li>• Perspective: being able to provide wise counsel to others</li> </ul>
2. Courage	<ul style="list-style-type: none"> <li>• Honesty: speaking the truth and presenting oneself in a genuine way</li> <li>• Bravery: not shrinking from threat, challenge, difficulty, or pain</li> <li>• Persistence: finishing what one starts</li> <li>• Zest: approaching life with excitement and energy</li> </ul>
3. Humanity	<ul style="list-style-type: none"> <li>• Kindness: doing favors and good deeds for others</li> <li>• Love: valuing close relations with others</li> <li>• Social intelligence: being aware of the motives and feelings of self and others</li> </ul>
4. Justice	<ul style="list-style-type: none"> <li>• Fairness: treating all people the same according to notions of fairness and justice</li> <li>• Leadership: organizing group activities and seeing that they happen</li> <li>• Teamwork: working well as member of a group or team</li> </ul>
5. Temperance	<ul style="list-style-type: none"> <li>• Forgiveness: forgiving those who have done wrong</li> <li>• Modesty: letting one's accomplishments speak for themselves</li> <li>• Prudence: being careful about one's choices; not saying or doing things that might later be regretted</li> <li>• Self-regulation: regulating what one feels and does</li> </ul>
6. Transcendence	<ul style="list-style-type: none"> <li>• Appreciation of beauty and excellence: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life</li> <li>• Gratitude: being aware of and thankful for the good things that happen</li> <li>• Hope: expecting the best and working to achieve it</li> <li>• Humor: liking to laugh and joke; bringing smiles to other people</li> <li>• Religiousness: having coherent beliefs about the higher purpose and meaning of life</li> </ul>

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(Park & Peterson, 2003)

Each character strength was measured separately in the VIA-Youth. Particular questions within the survey were intended to measure particular strengths. Table 4.5 shows the mean of

each character strength. These results include all completed surveys and are shown for descriptive purposes to obtain a comprehensive understanding of the survey results.

**Table 4.5 Completed Means by Character Strength**

Character Strength	Pre Test		Post Test	
	Mean (N=19)	SD	Mean (N=7)	SD
Creativity	3.69	0.52	4.09	0.51
Curiosity	3.66	0.71	3.59	0.93
Open-mindedness	3.68	0.50	3.68	0.63
Love of learning	3.72	0.62	3.95	0.79
Perspective	3.47	0.58	3.73	0.62
Honesty	3.30	0.56	3.75	0.82
Bravery	3.40	0.58	3.77	0.52
Persistence	3.58	0.45	3.78	0.50
Zest	3.62	0.51	3.73	0.73
Kindness	3.53	0.55	3.94	0.63
Love	3.70	0.37	3.94	0.33
Social intelligence	3.45	0.45	3.86	0.32
Fairness	3.80	0.60	3.92	0.68
Leadership	3.30	0.58	3.46	0.68
Teamwork	3.74	0.41	3.96	0.70
Forgiveness	3.44	0.58	3.92	0.79
Modesty	3.63	0.58	3.90	0.51
Prudence	3.18	0.34	3.68	0.62
Self-regulation	3.35	0.57	3.56	0.51
Appreciation of beauty and excellence	3.63	0.60	3.89	0.78
Gratitude	3.82	0.46	4.20	0.47
Hope	3.80	0.49	4.20	0.39
Humor	3.44	0.69	3.81	0.54
Religiousness	3.88	0.42	4.39	0.45

Highest Possible Score = 5

Lowest Possible Score = 1

## **Results in Six Virtue Categories**

The following section will focus on the six virtue categories used by Park and Peterson (2006) in the VIA-Youth. Results of the VIA-Youth are incorporated with the camper interview results in each virtue category. This allows a greater in depth focus on each virtue category. The virtue will be described and the descriptive statistics derived from the VIA-Youth pre and posttest will be presented. Then the camper interview results that are relevant to the virtue category or any of its related character strengths will follow.

### ***Wisdom and Knowledge***

The virtue of wisdom and knowledge consists of five character strengths: creativity, curiosity, open-mindedness, love of learning, and perspective. Table 4.6 shows that the mean difference from the pre to post test in the area of wisdom and knowledge was 0.13. The most change between pre and post test was noted in the strengths of creativity and perspective. Almost no change was noted in the strengths of open-mindedness and love of learning. Of the 24 strengths, curiosity was the only character strength to measure with a negative change. None of changes measured in the character strengths or the virtue of wisdom and knowledge were statistically significant.



**Table 4.6 Descriptive Statistics for the Virtue Category of Wisdom and Knowledge**

	Creativity	Curiosity	Open- mindedness	Love of learning	Perspective	Mean
Pre test						
Mean (N=7)	3.68	3.77	3.61	3.93	3.41	3.68
SD	0.65	0.53	0.65	0.54	0.59	
Post test						
Mean (N=7)	4.09	3.59	3.68	3.95	3.73	3.81
SD	0.51	0.93	0.63	0.79	0.62	
Difference						
Mean (N=7)	0.41	-0.18	0.07	0.02	0.32	0.13
SD	0.47	0.54	0.61	0.53	0.54	
W	1.5	3	9	9.5	5	7.5
P Value	0.05 < P < 0.10	P>0.2	P>0.2	P>0.2	P > 0.2	P>0.2

### Learning and Interest

All campers interviewed (n=7) reported learning new things at camp. Campers reported that they learned: to stick up for friends, to have a positive attitude, to have fun, to practice healthy behaviors, to enjoy the outdoors, new games, and about nature. Almost all campers interviewed found camp to be a more interesting place than their home or school environments. One camper stated: “I am more interested in the activities at camp...because they’re more exciting, more fun, more active, and more in the outside.” Campers were more interested at camp for many reasons including: fun, new, and exciting activities; being outside; being active; being more engaged than at home or school; and feeling like they would miss out if they did not attend camp. Having an interest in camp activities relates to the character strengths of love of learning and curiosity. Campers who are engaged in an environment that connects fun with learning have the potential to continue to associate the fun and learning in the future. Particular camper comments about learning and interest are presented in Table 4.7.

**Table 4.7 Selected Camper Responses to Interview Questions Regarding Learning and Interest**

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What did you learn at camp?

- To always stick up for your friends.
- Um, to have fun basically. So many answers I could put down for that, uh how to have a positive attitude.
- That we always have to drink lots and lots of water.
- That it's fun sleeping in tents and you can have a lot of fun at camp and go swimming
- I learned new games
- I've learned many new things about nature, like last night...Indy, she made us cup our ears so we could hear a lot more sounds at night.

Are you more interested at camp, home, or school?

- More interested [at camp] , because I might never have done it before.
  - I'm more interested in the activities [because] the activities I like we do, like fishing,
  - One, because skipping a year means you've missed out on a lot of stuff and so you are more looking forward to it.
  - I think I'm more interested [at camp] because I don't really do much at home or school
  - I am more interested in the activities at camp...because they're more exciting, more fun, more active, and more in the outside
  - Probably the same with camp and school.
  - The activities here are pretty interesting. I do them a lot more.
  - All the activities here are really cool. I like all the sports and games we play...
- 

### *Courage*

The virtue of courage consists of four character strengths: honesty, bravery, persistence, and zest. The mean difference from the pre to posttest in the area of courage was 0.23. As seen in Table 4.8, the most change between pre and post test was for courage was noted in the strength of honesty (0.43). Bravery and persistence had a notable change and almost no change was noted in the strength of zest. None of the pre to posttest differences were statistically significant.

**Table 4.8 Descriptive Statistics for the Virtue Category of Courage**

	Honesty	Bravery	Persistence	Zest	Mean
<b>Pretest</b>					
Mean (N=7)	3.32	3.52	3.57	3.68	3.52
SD	0.52	0.46	0.59	0.48	
<b>Posttest</b>					
Mean (N=7)	3.75	3.77	3.78	3.73	3.76
SD	0.82	0.52	0.50	0.73	
<b>Difference</b>					
Mean (N=7)	0.43	0.25	0.21	0.05	0.23
SD	0.66	0.47	0.41	0.57	
W	5	3	7	13	4
P Value	0.10 < P < 0.20	P>0.2	P>0.2	P>0.2	0.10 < P < 0.20

***Honesty***

In camper interviews, campers stated that they tend to be more honest at camp than other places. Campers stated that they were likely to be dishonest at home or at school to avoid being yelled at or to avoid punishment. Campers felt like they would not be punished as severely or at all at camp as they would be at home or at school. Campers also stated that they were more likely to be honest at camp because they felt free to be themselves at camp. They stated that they were more likely to share personal details about themselves honestly because they were not afraid of the long term consequences that might be related to such honesty in a home or school environment. One camper summarized these feelings by stating: “Well I can be myself, and that’s pretty much it.” Another camper had the opposite feeling. She felt that she was more honest at school than at camp because she could not get in trouble at camp for lying like she could at school. A third camper stated that she could be more herself at camp because there were few rules at camp. Her impression of few rules at camp does not correlate with the reality of the number of restrictions that a camper at camp has. Thus, potentially the reason that she felt so free

had more to do with how the rules were presented than the actual number of rules imposed upon the campers.

These findings regarding honesty from the interviews seem to correlate with the survey instrument findings. Honesty seems to be something that campers have an easier time with at camp than they have in other locations. Therefore, over their time at camp, their ability to be honest improves. Particular camper comments about honesty can be seen in Table 4.9

**Table 4.9 Selected Camper Responses to Interview Questions Regarding Honesty**

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I am honest at camp because:

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Camp has less punishment.

- I probably wouldn't lie [at camp] because I know someone wouldn't yell at me.
- Probably I might tell a little lie at school but at camp I wouldn't say any lies because probably I would be scared to tell the truth at school.
- I'm probably more honest at school...if I'm at camp then I can't really get like in trouble.

Camp is more free.

- I think I am more honest [at camp] because I can be more free than at my house or at school
- Well I can be myself, and that's pretty much it.
- Well, there are only like a few rules.
- I don't feel like I am stuck in straightjacket, I just feel like I'm... like I'm am at a sleepover
- ...you might never see these people again, so if you tell something true about yourself it won't really come to backfire at you, but if you see people more often you won't tell them something.

---

### ***Bravery***

Most campers interviewed stated that they were braver at camp than at home or school. They attributed that bravery to the opportunities to try new activities as well as the difficult activities that they had to accomplish. An individual only has the opportunity to be brave in situations that instill fear. Therefore, new experiences with a high level of perceived risk and a low level of actual risk may be ideal to increase bravery. Camp is replete with such experiences. Campers quoted in Table 4.10 cited the experience of using the biffy (which is a word that comes

from the acronym Bathroom In the Forest For You) as an experience that required them to be brave: “I think I am more brave at camp. Well if I am scared to go in the biffy, I push myself to go in there and it is just the dark.” One camper stated that the supportive environment at camp made her more likely to stand up for herself and others: Everyone here makes me be brave to just stand up for myself and other girls.” Another camper stated that she was brave because she would walk away from conflict rather than responding or telling an adult about the problem. Other campers stated that they were equally brave everywhere. No campers stated that they were less brave at camp than they were in any other environment.

Campers were proud of their own accomplishments at camp. These accomplishments included the swim check, setting up a tent, boating, winning a race, and being part of a flag ceremony. Another camper was proud of standing up for her friend Dakota<sup>1</sup> in an incident at the bathrooms. A camper also stated that she had stood up to other campers by telling them to follow the rules. Other campers stated that they did not have to stand up for anyone at camp because no one was mean to each other at camp.

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<sup>1</sup> All names of individuals and locations have been changed.

**Table 4.10 Selected Camper Responses to Interview Questions Regarding Bravery**

- 
- [I am] more [brave at camp] 'cause here I try different things.
  - I feel more brave here, just to try new things or explore the world around us.
  - Everyone here makes me be brave to just stand up for myself and other girls.
  - I think I am more brave at camp because we don't have port-o-pottys or biffys at home and it's really hard because my mom isn't used to them and neither are me, but now I am, I am used to them now.
  - I think I am more brave at camp. Well if I am scared to go in the biffy, I push myself to go in there and it is just the dark.
  - Researcher: More brave, how so? Camper: Um, probably when my friends yell at me I won't say stop I will just walk away Researcher: At school or here? Camper: Here. Researcher: What would you do at school? Camper: I would probably go and tell one of the teachers. Q. But you wouldn't tell one of the counselors? Camper: No, I probably wouldn't

Have you done anything at camp that you are proud of?

- Well, two years ago when I was at a camp I got an ace on a yellow [swim check].
- Yes, I went to green cap; I challenged myself at swimming.
- I am proud of setting up a tent.
- Not being scared in the boat for the first time.
- The flag people, putting the flag up and whatnot, because that's always important...because it is the flag of our country

Have you stood up for anyone?

- I'm very proud that when there was an incident in the bathroom with Angela<sup>2</sup> and I stuck up for her; I told Dakota about it and these two other girls were with us and they were looking in the bathroom opening the door up on Angela when she was in the biffys. So I stuck by her...
  - Well I've stood up for my friend before, but it didn't really have to do with a bully situation, because there are a lot of people who are bullied, but none of my friends ever get bullied, and if I do I just come over and say 'hey what's going on,' or change the topic and then they leave. I haven't had to [do that at camp].
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### *Humanity*

The virtue of humanity consists of three character strengths: kindness, love, and social intelligence. As seen in Table 4.11, the mean difference from the pre to posttest in the area of kindness was 0.25. The most change between pre and post test was noted in the strength of social intelligence, which was reported to be statistically significant. Kindness had a notable change and no change was noted in the strength of love.

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<sup>2</sup> All names of individuals and locations have been changed.

**Table 4.11 Descriptive Statistics for the Virtue Category of Humanity**

	Kindness	Love	Social intelligence	Mean
<b>Pre test</b>				
Mean (N=7)	3.63	3.94	3.41	3.66
SD	0.65	0.43	0.55	
<b>Post test</b>				
Mean (N=7)	3.94	3.94	3.86	3.91
SD	0.63	0.33	0.32	
<b>Difference</b>				
Mean (N=7)	0.30	0.00	0.45	0.25
SD	0.46	0.26	0.46	
W	3	4	0	3
P Value	0.10 < P < 0.20	P>0.2	P < 0.001	0.05 < P < 0.10

### **Caring and Awareness of Others**

The way that campers discussed caring closely relates it to social intelligence and kindness. Campers either stated that they were more caring at camp than at other places or that they were equally caring at camp as they were in other places like home or school. Those that were more caring at camp stated that they were more caring because of the people at camp. Campers stated that they felt the need to care for other people at camp, especially the campers younger than they and because there were more people at camp than at home. Campers also stated that camp was easy, not hard and pressure filled, like school, which made it easier to be caring at camp, since they did not feel the stressors that they felt at school. Campers become more aware of the other campers by their proximity and interactions and are more likely to treat them well. The campers asked if they were more aware of other people's needs at camp gave such varied answers that it is difficult to determine whether campers are more aware of other people at camp than in other locations. The researcher suspects that this result is because most campers were too young to handle that level of introspection about how they think about the people around them.

**Table 4.12 Selected Camper Responses to Interview Questions Regarding Caring**

- 
- I think am more caring [at camp] because I don't know them but I want to get to know them and I don't want anything to happen to them or their families
  - Camper: Mostly more caring at camp, well, mostly the same at home and camp. It's really easy here and easy at home because I know [inaudible] Researcher: You know how everything goes?
  - I am pretty caring for everyone in general.
- 

***Justice***

The virtue of justice consists of three character strengths: fairness, leadership, and teamwork. The mean difference from the pre to post test in the area of justice was 0.18 which can be seen in Table 4.13. The most change between pre and post test was noted in the strength of leadership, which was statistically significant. Teamwork had a notable change and almost no change was noted in the strength of fairness.

**Table 4.13 Descriptive Statistics for the Virtue Category of Justice**

	Fairness	Leadership	Teamwork	Mean
<b>Pre test</b>				
Mean (N=7)	3.89	3.14	3.79	3.61
SD	0.72	0.64	0.51	
<b>Post test</b>				
Mean (N=7)	3.92	3.46	3.96	3.78
SD	0.68	0.68	0.70	
<b>Difference</b>				
Mean (N=7)	0.03	0.32	0.18	0.18
SD	0.59	0.35	0.63	
W	7.5	0	6	10
P Value	P>0.2	P < 0.001	P>0.2	P>0.2

Justice and the character strengths of fairness, leadership, and teamwork were not directly discussed in the camper interviews.



### ***Temperance***

The virtue of temperance consists of four character strengths: forgiveness, modesty, prudence, and self-regulation. As seen in Table 4.14, the mean difference from the pre to posttest in the area of temperance was 0.33. The most change between pre and post test was noted in the strengths of forgiveness and prudence. No character strengths were found to be statistically significant in the virtue category of temperance.

**Table 4.14 Descriptive Statistics for the Virtue Category of Temperance**

	Forgiveness	Modesty	Prudence	Self-regulation	Mean
Pre test					
Mean (N=7)	3.51	3.65	3.25	3.32	3.43
SD	0.48	0.61	0.44	0.48	
Post test					
Mean (N=7)	3.92	3.90	3.68	3.56	3.76
SD	0.79	0.51	0.62	0.51	
Difference					
Mean (N=7)	0.41	0.25	0.43	0.24	0.33
SD	0.68	0.63	0.43	0.39	
W	3	5	2.5	4	4
P Value	0.10 < P < 0.20	P > 0.2	0.05 < P < 0.10	P > 0.2	0.10 < P < 0.20

### **Patience**

Campers were asked about patience in interviews. Patience belongs under the category of temperance because it is closely related to prudence and self-regulation. It was thought that patience would be a concept that campers would more easily relate to their lives and understand than the character strengths contained within the virtue category of temperance.

As can be seen from the responses Table 4.15, most campers were either more patient at camp or equally patient at camp with other locations in their life. Campers stated they were patient at camp for several different reasons. One camper stated that she was patient at camp

because she was around people she didn't really know and wanted to make a good impression: "I think I am more patient [at camp], because I am more patient around people that I don't really know because I don't want them to think that I am a bad person." Another camper stated that she was more patient at camp because she was sure that she would not miss any activities even though she had to wait for them to start sometimes. It was also noted that campers in responsibility roles are more patient with misbehavior from campers they are directing than they are at home with their siblings. One camper stated that she got impatient at camp for lunch and snack.

**Table 4.15 Selected Camper Responses to Interview Questions Regarding Patience**

- 
- I think I'm less patient at home than I am at camp
  - I think I am more patient [at camp], because I am more patient around people that I don't really know because I don't want them to think that I am a bad person
  - I am more patient here than at school...because I know that I will be able to do whatever I am waiting for.

From an older camper in a leadership role

- [I am] more [patient at camp]. If I want something to get done at home, I kind of get like impatient. If I ask my brother to do something and he does not do it right away, I kind of freak out and yell at him, but here if they don't do it right away. It's kind of like you explain to them something and they are like okay, and you give them like a quick little timeline like one or two minutes then that normally gets done during then.
- 

### *Transcendence*

The virtue of transcendence consists of five character strengths: appreciation of beauty and excellence, gratitude, hope, humor, and religiousness. The mean difference from the pre to posttest in the area of transcendence was 0.35 and can be seen in Table 4.16. The most change between pre and posttest was noted in the strengths of gratitude and hope, but religiousness was the only character strength with statistically significant change. Appreciation of beauty and excellence, humor and religiousness all had a notable change from pre to posttest.

**Table 4.16 Descriptive Statistics for the Virtue Category of Transcendence**

	Appreciation of beauty and excellence	Gratitude	Hope	Humor	Religiousness	Mean
Pretest						
Mean (N=7)	3.61	3.75	3.73	3.54	4.09	3.74
SD	0.69	0.31	0.46	0.64	0.37	
Posttest						
Mean (N=7)	3.89	4.20	4.20	3.81	4.39	4.10
SD	0.78	0.47	0.39	0.54	0.45	
Difference						
Mean (N=7)	0.29	0.45	0.46	0.27	0.30	0.35
SD	0.45	0.57	0.44	0.36	0.35	
W	6	1.5	1.5	2.5	0	2
P Value	P > 0.2	0.05 < P < 0.10	0.02 < P < 0.05	0.05 < P < 0.10	P < 0.001	0.02 < P < 0.05

Transcendence and the character strengths of appreciation of beauty and excellence, gratitude, hope, humor, and religiousness were not directly discussed in the camper interviews.

Of the seven virtue categories, the category with the most change between pretest and posttest was transcendence (0.35) while temperance was notable as well with a change of 0.33. The category with the least mean change was wisdom (0.13). Of the 24 character strengths, the most change between mean pretest and posttest scores was noted in hope (0.46), although creativity, honesty, social intelligence, forgiveness, prudence, and gratitude all had between 0.41 and 0.45 change. The least change was noted in love (0.00) while fairness, zest, and love of learning all had a mean change between 0.02 and 0.05. Also notable is the one negative mean change in the category of curiosity (-0.18). Statistically significant change at the 0.05 level was noted in the categories of religiousness, leadership, and social intelligence. The researcher did

not note any strong correlations between the most and least mean change in the quantitative data and the information received from the qualitative data.

### *Factors that Influence Character*

It was evident from camper interviews, staff interviews, and researcher observations, that certain factors influence character development in an organized camp setting. Many of these factors emerged from interviews with camp staff. Camp staff were found to be more deeply reflective than campers. Staff spend more time at camp over the length of the summer, so they have more opportunity to observe camper growth. Additionally, camp staff are older than campers and therefore tend to function at a higher cognitive level than the campers. The factors that will be discussed here are the culture of camp, nature, difficulties at camp, and counselors. These factors generally correlate with the aspects of camp that campers stated helped them be “better” at camp than at home or at school.

### **Culture of Camp**

Organized camp has a unique culture that is a fertile space for camper character development. This culture seems to have the same essence no matter what camp of which an individual is a part (Thompson, 2012). Camp is a community that campers become a part of from their first hour at camp. Staff member Lily describes it this way:

Lily: ...the girls who come here every single week, they come together, they kind of make a community, they like know what’s going to happen, they know what’s going on, they know we are going to have fun, they start to feel together and have a togetherness together.

A camper puts it even more simply: “I just feel special anywhere I go here.”

Several factors seem to be key to the community that campers form, the camp culture, and how it affects campers positively. These include camper independence, that camp is a new environment, that camp is special, and that camp is fun.

### **Camper Independence**

Camp is a community where campers are independent of their families and familiar environments:

Tennessee: And it’s nice they grow through experiences and they are with adults that they’re not normally with, telling them how to act and how to feel and what to do. It’s all innocent and it’s all them.

They are encouraged to be independent by staff and the very nature and structure of camp helps them to grow in that independence: “Indigo: Some girls just come here and they don’t know anyone and they don’t have any friends that have ever been here and they just, make friends.”

Being away from home, from familiar surroundings, and especially from parents is key to the benefits of camp culture. This is evident from the story of camper Sarah as told by staff member

Tennessee:

Tennessee: I got a letter from Sarah at home.

Researcher: Oh what did Sarah tell you?

Tennessee: Dear Tennessee, It was fun at Camp Dogwood. I miss you and I had fun at art. Love, Sarah.

Researcher: Haha. What do you think camp did for Sarah?

Summer: Kind of be herself. Maybe in other environments she's not able to be herself but she truly stayed true to who she is.

Tennessee: Camp Sarah, I can't believe I just... haha, Camp Dogwood [unintelligible] more independent. In her life, she didn't need her mother by her side.

Camp was a place for Sarah to grow in independence. She did so through the separation from her mother and through the accepting culture that is inherent to organized camp.

### ***Camp is a New Environment***

Staff described camp as beneficial to campers because it is a new environment. The new environment removes many of the issues that may come up in other environments. It could be stated that the new environment “levels the playing field.”

Researcher: Is camp special?

Lily: It is special. Whenever you put someone into a foreign position, like when you go traveling and you're the only person from the US and you ask a person for information and you meet someone from the US, you automatically become best friends with that person. You are coming to a foreign environment, you don't really know the people around you, or you might know a couple people, and it kind of shoves you together because you want other people to be around you, you want to be able to bond with other people. You don't want to be alone at camp, you want to have fun. So I think that's a big bonding thing, you are away from your parents and a lot of your friends and are in a foreign environment.

Camp is a place where campers feel less judged than they feel other places because it is a new environment for all involved.

Researcher: So, but they are still around kids that are their same here age at camp. So how come they aren't judged the way they are at school?

Staff Member: Because we are all the new person.

Researcher: We are all the new person? So there's not like the history.

Ivy: I feel like they don't have the stress...

Ivy further stated that campers could be more themselves at camp because they do not feel judged like they do at school.

Researcher: Do you think kids can be more themselves here? And why or how?

Ivy: I feel like they don't have the stress of being judged. Like at school they have to wear these clothes, say these things, be mean to this person because all of the kids are doing that type of thing.

River felt that the newness of the camp environment helped campers discover their own identities and learn from other campers who have different perspectives on life.

River:... it gets the children to explore outside their typical boundaries, and gets them, by putting them in a group of kids they aren't too familiar with, to like they explore their own roles and like the kind of communities they kind of create in their own units. Are they going to be a leader or are they going to just be a follower? What are they going to do to change in some sort of way and make happen?

Researcher: So putting things into a different perspective is a good thing?

River: Uh Huh.

Researcher: Why is it good?

River: It's a good thing because without seeing another perspective you are too narrow-minded in your own view of things and by doing that you don't really challenge your ideas and then you could find out a long way down the road that you were mistaken and were on the wrong path the whole time. It's good to have a bunch of different perspectives and a bunch of different viewpoints you can draw upon, that way you can create an identity that is the identity you want for yourself.

### *Camp is Fun*

The camp environment is one that campers automatically expect to be fun. It is an assumption about camp that camp staff encourage:

Researcher: So is camp a place where people have more fun than other places?

Lily: That's kind of the point of camp.

Indy: That's what I tell my kids, 'Are you having fun? Good that's the point.'

The fun nature of the camp environment helps campers to develop character more easily:

Lily: I feel like more character happens when the kids are enjoying themselves, if they are like miserable that is when everything goes downhill. I notice a lot with my girls, let's say they are having a lot of fun, they seem a lot nicer and they say nicer things. But if a child feels separated or upset about anything throughout the week then she can bring down herself and the people around her very easily.

Campers see camp staff having fun also. This role modeling helps campers enjoy themselves and teaches them how they should be acting:

Daisy: So, I guess, I know how to have fun with them and still set a good example.

Researcher: So you said that you can act like a four year old at camp. So what does that do for the camper when you act like a four year old?

Ivy: I feel like, if they're trying something new and they are really nervous about it, acting down at their level will encourage them more to try it and think maybe like, oh it may not be that bad to spend the night because she was like when I was your age I did this and I was so scared, like it can come down to their level easier than if I'm uptight

### *Camp is Special*

All but one camper asked if camp was a special place stated that camp was a special place for her. Campers stated that camp was special because of: the unique activities, the

reprieve from stresses at home, the counselors, and the all girl environment. Particular responses can be seen in Table 4.17. The camp counselors or the memories associated with the particular camp location were reasons that several campers stated as to why camp was special for them.

**Table 4.17 Selected Camper Responses to Interview Questions Regarding Camp is Special**

- 
- Ordinary...because my home is my special place. ‘Cause I get to see my family there.
  - Yes it’s very special for me [because] I have been here so long, and I like the counselors a lot, and I don’t really want anything sad to happen to this camp because it’s a good camp, and there’s pretty much only girls here.
  - The fun times I had the past years just makes me want to come back again to revisit those good memories and create new ones...Just everything here makes me want to come back.
- 

Organized camp seems to be an ideal space for camper growth, comparable to an incubator, in that it has all the ideal features that help campers develop their individuality, independence, and self-identity. Campers are away from home, which encourages independence; they are in a new environment that “levels the playing field”; camp is fun which makes camper development easier; and camp is viewed as special by campers.

### **Nature**

Nature seems to play a significant role in the camper’s experience of camp. Campers tend to spend much more time outside at camp than they do in a home or school environment. The interviewed camp staff agreed that nature was important to camp culture and that this outdoor culture was beneficial to campers:

Lily: I think a lot of kids aren’t in nature enough, so I think it can turn into something wonderful if you make it that way.

Ivy: ...they have more freedom to— They’re not expected to sit still and be quiet. They have more like nature therapy. They have more of the nature therapy going on. They’re more relaxed and they don’t feel constantly pressure...



Staff seemed to perceive that one of the goals of organized camp was to introduce campers more to nature, and they were passionate about the opportunities that camp provided to help campers experience nature.

Lily: I think it just puts the world into perspective for them, honestly, let's them get outside, like, from urban life or wherever they're coming from, let's them like actually see the world around them instead of like the world we have created around them.

Indy: You just like never you never go out in your backyard and eat in the grass on the ground. You would never build a fairy house. You would never try to hide without moving.

### **Difficulties at Camp**

There are a variety of difficulties that campers and staff can encounter at an organized camp. Some of these difficulties can be detrimental to a camper's experience while others seem to have a positive effect on the camper. Some difficulties that campers encounter include homesickness, bullying, rule breaking, and negative social behavior.

Campers can encounter bullying and other rule breaking at camp:

Summer: Well I saw some kids gossiping because they were having a hard time tolerating other people's behaviors. So, they don't have the same coping and interventions that they would in [more conventional environments].

While campers may not have the same interventions at camp that they would at home or school, this can be seen as a positive because it allows campers the opportunity to become more independent and learn to handle difficult situations with less intervention. This is evident in the experience of Indigo and Summer:

Indigo: But also, though they saw negative behavior, they were also very sweet and caring.

Summer: They tried to turn it into a positive.

Indigo: They tried to turn it into a positive without even being encouraged, repeatedly, not just one time. They were still trying to help out another person.

However, bullying is not tolerated at camp, and staff are proactive about preventing it from occurring:

Researcher: So how do you guys handle bullying?

Lily: I know that I always address it immediately and usually squash it right away. I will usually say something like, “Well you wouldn’t want to be treated that way” or “Why are you acting this way.” or...I try to make them see themselves from the other person’s point of view.

Lily describes one situation of negative social behavior:

Lily: I felt really bad, I had really good kids last week but one of the girls felt isolated because five of my girls were in the same troop, and three that weren’t, and she just felt isolated, and said that whenever she asked to be someone’s buddy they said they already had one and then go find somebody else to be their buddy. So like stuff like that I didn’t find out about till Friday, so I couldn’t really do anything about it by that point, because all we had left was all camp [activities]. If that would have happened earlier in the week, I would have maybe sat down the girls and talked to them about how they need to make new friends and not just stick with the same people all the time.

Such a situation, where one camper was isolated from the others, may have had both negative and positive effects on the campers involved. While the isolated camper may have not had as much fun as if she had been involved with the other five girls, she also learned how painful it is to be excluded. Though there is a negative feeling in the present, it ultimately can have a positive effect on the camper in the long term. This sort of result is especially evident in regards to homesickness. At the camp studied, campers only stayed over for one night each week. This night was one that often involved multiple campers feeling very homesick. Though campers were often crying and obviously not enjoying the experience of staying overnight, the next morning they were glad that they had stayed:

Summer: I think maybe they [the homesick campers] felt some strength when they looked at the counselors who supported them of course and so they gained something from staying here instead of going home and working through that homesick feeling.

The overnight experience is also beneficial to campers who are not homesick: “Summer: I think there’s maybe more of a chance to be empathetic because you’re sleeping in the same

environment as the kids, you're spending an entire day. It's like being siblings." Non-homesick campers observe the sadness in other campers and learn how to be empathetic from the way that the camp counselor reacts to the camper's sadness. The overnight also helps campers become more independent and trust others outside of their family:

Researcher: What about the overnight? What does that do for girls?

Summer: Well I think in some ways it shows them that other people can care for them, that they're worthy of being nurtured...They're nurtured when they're tired and when not feeling well...So it teaches them some trust...

### **Counselors**

An essential component to character development at an organized camp that emerged from the data is the camp counselor. As one camper stated, "You can't feel like you're at camp without counselors." Counselors are a factor in camper character development for several basic reasons and especially for the role modeling that they provide. Counselors are essential to ensuring that camp is a positive experience for campers. This is something of which campers are very aware: "They are always caring about us." They provide the physical and emotional safety and supervision that makes organized camp a safe place for parents to send their children. Counselors and camp staff provide the planning, safety, regulations, and supervision that make a positive experience possible for campers. They are viewed as figures who help campers deal with difficult situations: "They help us with things that are hard and they help us feel better if we get homesick during the overnights."

### ***Role Models***

Foremost, counselors are positive role models for the camper. Campers have a positive view of the counselors, and they look up to them as role models and therefore the behavior that

the counselors demonstrate is behavior that the campers want emulate. “[When campers are not nice] the counselors just say calm down, we don’t want you to have a bad time at camp, and when we are nice, when we’re playing a game, they just cheer us on.” In particular, counselors train campers in proper methods of interacting with each other, help them work through tough situations, help campers try new things, and encourage fun amongst campers. Counselors are viewed as entertaining, energetic, fair, kind, and fun.

### *Authority Figures*

While counselors are seen as friends and approachable, they are also seen as authority figures. Campers respect what counselors ask them to do and do what the counselor asks them to do without needing further justification:

- “They have been pretty fair, like if there is someone that shouldn’t be doing something they kind of tell them not to do that and give them reasons why and say don’t do that again please.”
- “When girls are not behaving, they’re nice about it. When they take away privileges, it sort of makes us want to become better campers here and listen the rules.”
- “Researcher: How about when they are trying to get you to do something you don’t want to do? Camper: I just do it because they are in charge of me and responsible of me.”

### *Comparison to Other Adults*

Counselors are viewed as both different from and similar to parents and teachers, the other main role models in campers’ lives. Several campers talked about how counselors are more energetic and informal with campers than teachers or parents:

- “[Counselors are] probably more funny than my parents or teachers and they have more energy.”

- “They are more fun and energetic...”
- “The counselors, like, we can like sing songs, something that I can’t do at home, and you can’t feel like you’re at camp without counselors.”
- “I think they are different because they can be like my friend, and I don’t have to call them like mom or dad or something I can just call them their name.”

Counselors were viewed as similar to teachers and parents in that they are nice and care for the campers: “They are pretty similar because they are teaching kids how to do things and teachers do the same thing too, so.” and “...they’re nice and my teachers and parents are nice.” Campers viewed counselors as being gentler in their disciplinary style than parents or teachers. “You said before that the counselors yell less than the teachers. Camper: Yeah they yell less. Researcher: What about your parents? Camper: Probably my parents yell more than anywhere.” and “They’re a little less um, rough on everyone, I guess I could say. I don’t know how to say it, but um they’re a little more kind, less with these girls here, and girls tend to be more mature, um so they’re a little less tough on everyone.”

### ***More Findings***

This section will cover findings that were found to be pertinent to the topic, but that did not fit in any of the above sections of this chapter. Findings in this section include responses from campers to interview questions as well as from interviews with camp staff. Campers’ opinions regarding their own character, other campers’ character, and the benefit of single sex versus a co-ed camp will be presented as well as camp staff opinions on how camp affects campers.

## Other Campers

During their interviews, the researcher asked campers what they thought of the other campers at camp. These responses are listed in Table 4.18. Campers stated that other campers are a mixture of nice and mean. They noted times when the other campers were mean to them or nice to them, saying that overall they were nice, but tended to have down days or be meaner when they were frustrated or stressed: “I think they’re nice, you know, if something does come up, the counselors just work it out. Most of them are nice, I mean sometimes they are down some days, but they have to change it.” Being understanding of other campers' and accepting their limitations demonstrates the character strengths of open-mindedness and forgiveness.

**Table 4.18 Selected Camper Responses to Interview Questions Regarding Other Campers**

- 
- Whenever they’re frustrated they might not be so nice, but when they’re not as stressed and they have tons of fun, I don’t think they’re unkind
  - Katie is okay. She’ll say like not to touch it, and she is not that sharing, but the other campers are great.
  - The other campers are really nice and they would share their bug spray or sunscreen with me whenever I needed it, because when my bug spray ran out,
  - I think they’re nice, you know, if something does come up, the counselors just work it out. Most of them are nice, I mean sometimes they are down some days, but they have to change it
- 

## Self Assessment of Character

When campers were asked if they feel that they are a better or worse person at camp, the majority of stated that they were better people at camp than they were at home or school. Some campers were also asked if they acted differently at camp than at home or at school. Half stated that they acted the same at camp and half stated that they acted differently at camp. Campers

were also asked if they felt more like themselves at camp home or school. Most stated that they felt the same about themselves at all three locations. One stated that camp and home made it easier for her to feel independent than at school. Campers stated that they were better at camp than at home because of: the new and fun experiences, being in an environment outside of the home, being away from annoying family members, the kind people at camp that they want to role model, and the all girl environment. A camper also stated that they act better at camp because camp helps them to relate to people that they dislike, but need to get along with and work together. Additionally, a camper stated that the people get along very well at camp and that teaches her to more easily make friends with other people by learning more about them so that they become special to her. Further responses can be seen in Table 4.19

**Table 4.19 Selected Camper Responses to Interview Questions Regarding Own Character**

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Do you act better or worse at camp than at home or school?

- Better...because, I'm always nice and I always help people.
  - It definitely really brings up my spirit because it'd be better than sitting at home.
  - Better person...because you can have a lot of new experiences here, like how to build a camp fire, or putting up a tent...and you can also do the flag which is very, very important.
  - I think a better person because you learn how to deal with people, like my parents, listening to them talk about work and whatnot, you don't like someone but you learn how to deal with them, so it kind of helps you because if you don't get along with someone very well at camp you learn how to deal with that and work together.
  - A better person because the, everyone is just so nice here. The counselors are so nice and sometimes it makes you feel like when I get older I should be more like them, because they are so kind and caring to all the campers here.
  - Well, I have a more positive attitude at camp because it's just us [girls].
  - I think being here makes you a better person in general because of like things that you learn and like other things that aren't coming to my mind right now.
  - Well, you get to learn things about like other people and you see how it makes people special and whatnot, and if there is an issue with someone you kind of get over that so you can be with them like as a friend. So if you meet someone else like that somewhere you can remember that first person and just be like be cool with that, I guess. Researcher: Do you have any idea what it is about camp that makes that happen or is it this camp or what is it? Camper: I think it is just the people. Researcher: People? Camper: Because everyone seems to get along so well.
  - Sometimes I do. Well at home and here, I am independent, I have my own feelings...I'm like that sometimes at school, but school's a lot more tough than this.
-

### **Benefit of Single Sex or Co-Ed Camp**

During interviews with camp staff, the subject of single sex versus co-ed organized camp was brought up. Staff thought that there were benefits and detriments to both types of camp. A co-ed camp is good for focused activities. However, a single sex camp avoids stereotypes and the stress of romantic relationships.

**Table 4.20 Selected Staff Responses Regarding Single Sex versus Co-ed Camp**

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- So I think, if it's focused if you just went to band camp, everybody's there for the sole purpose of band camp, they have that common ground, but I think for a camp like this, I don't know, I think people would tend to be left out more and kind of excluded and clique-ey and then you have the older kids that want boyfriends or girlfriends and want to sneak off. Which could be ten or eleven these days.
  - Summer: I think because it is just girls you have more of a sense of being yourself. You're, you don't feel there this maybe the same level of stereotype as, or boys are better at certain things than girls, umm, maybe being self conscious about boys especially when you're like twelve...and girls are more confident to be themselves.
  - Ivy: I feel like they don't have the stress, like when we were talking about the co-ed camp, there isn't the stress because of the guys at school, depending on their age level, because Brownies probably don't care, but Cadettes...
- 

### **Camp's Affect on Campers**

One staff member also wanted to point out that camp can affect different individuals differently, whether it be how returning campers act the second year at camp or how different campers react based on their own personalities:

Lily: I think it affects people differently, I think it can bring out good and bad in people. I feel like kids who come back to camp it can either go one way or another, they can either help people around them or they can turn into bullies because they think they own the place, and I have seen it go both ways. So I think it's different traits that girls have that



their character gets affected by camp, so if they're social they have a different outcome than if they are shy, it's a different outcome.

### **Chapter Summary**

Through qualitative and quantitative data, it was found that camp is beneficial to the development of character in campers. From the VIA-Youth pretest and posttest, statistically significant growth was measured in the character strengths of religiousness, leadership, and social intelligence. The only virtue category with statistically significant growth was transcendence. Multiple factors were determined to be influential in creating the organized camp environment that allows camper growth. These include camp culture, nature, difficulties at camp, and the camp counselors. Campers perceive themselves and other campers as generally being better people at camp than they are outside of the camp environment.

## **Chapter 5**

### **DISCUSSION**

The purpose of this study was to determine whether or not an organized camp experience has a positive effect on the character development of campers. This chapter will discuss the findings and conclusions drawn from the research of character development at summer camp. It includes the following sections: Summary of Procedures, Summary of Findings, Conclusions, Discussion and Implications, and Recommendations for Further Study.

#### *Summary of Procedures*

The subjects of the study were the campers of a Girl Scout Day Camp summer of 2011 in Upstate New York. The treatment was at least one week of an organized camp experience. Change in character was measured with a pre and posttest administered on the bus that transported campers to and from camp. The pre and posttest instrument was the VIA-Youth (Values in Action) survey. It was designed by Park and Peterson (2006) and has been tested extensively for stability of measurement. Qualitative data were collected primarily through interviews with campers and staff members.

Since the study was multimodal, data were analyzed inductively and deductively. The VIA-Youth data analyzed using a paired t-test. Interview transcripts were dissected by question and then similar questions were described and compared. Interview items that corresponded with the VIA-Youth categories were presented and analyzed together to determine if the two data sets supported each other. Further interview data described the nature of camp and explained what about a camp experience that might be influential on a camper's character.

### *Summary of Findings*

The purpose of this research was to discern the beneficial outcomes of organized camp that relate to character development. Some research questions that were explored during the research process included the following: How does camp influence character? What factors influence character? Are particular aspects or characteristics of camp especially influential on character development? What are characteristics common among campers with high levels of character? What are characteristics common among campers with low levels of character? What are characteristics common among campers with high levels of change in character while at camp? The most remarkable data were found in regards to the question: What factors about organized camp influence character? There was not sufficient data to determine characteristics common in campers with high or low levels of character.

The main hypothesis of this research was that an organized camp experience will improve the character of youth. Additional hypotheses were that camp will improve character in the following virtue categories: wisdom and knowledge, courage, humanity, justice, temperance,

and transcendence. Also, that camp is a unique environment that has certain characteristics that promote character development in youth.

Overall, the VIA-Youth Survey showed an improvement in character from pretest to posttest. With a numerical difference in the mean of 5.74 percent from pretest to posttest, camper scores tended to improve overall. However, none of the categories of virtue had statistically significant improvement. There was statistically significant improvement in a few character strengths: religiousness, leadership, and social intelligence. In interviews, campers reported that they learned new things at camp and were interested in the activities at camp.

Camper interviews and VIA-Youth survey data were paired based on the virtue that the data was regarding. In the virtue category of courage, there was positive change from the pretest to the posttest in all four character strengths, though none at a statistically significant level. Campers stated that they were both more brave and honest at camp, both of which fall under the virtue of courage. Campers made comments such as: “Everyone here makes me be brave to just stand up for myself and other girls.” and “I think I am more honest [at camp] because I can be more free than at my house or at school.”

Statistically significant results were found within the virtue category of humanity in the character strength of social intelligence which increased from 3.41 to 3.86, a change of 0.45. In interviews, campers were asked about caring and awareness of others. Campers said that they were more caring at camp or equally caring at camp as they are in other places.

In the virtue category of justice, almost no change was noted in the strength of fairness, but a statistically significant change was noted in the character strength of leadership. The pretest mean for leadership was 3.14 and the posttest mean was 3.46, a difference of 0.32. While this virtue category was not directly discussed in the camper interviews, a significant change in

leadership correlates with the comments in staff interviews about greater independence that they noted in campers over the week.

In the virtue of temperance the character strength of prudence did have a statistically significant change from 3.25 in the pretest to 3.68 in the posttest, a change of 0.43. This finding relates to camper comments in interviews regarding patience.

Transcendence had a larger change overall, from 3.74 in the pretest to 4.10 in the posttest, a change of 0.35. Religiousness was the only character strength in this virtue category to have a statistically significant change from pretest (4.09) to posttest (4.39) with a change of 0.30.

Several factors that influence character were noted from camper interviews, staff interviews, and researcher observations. First of all, the culture of camp makes it a unique environment that promotes positive camper development. One camper stated, "I just feel special anywhere I go here." The culture of camp is one that promotes camper independence. Camp is also a new environment to campers that promotes having fun and makes campers feel special. Nature is another factor that seems to influence camper character development. Campers spend more time outside at camp than they typically do at home or school. One staff called this "nature therapy" Another factor of camp that positively affects camper's character development is the difficulties that campers experience at an organized camp. Working through perceived or actual problems is the only way to develop certain virtues like perseverance or bravery. Camp is optimal for this because many of the activities and even the general environment of an organized camp can put campers outside of their comfort zone. A final factor that is influential in camper character development is the counselors that interact with the campers. Counselors are both role models and authority figures like other adults in the campers' lives. However, they are often

viewed differently than teachers or parents. They are highly influential in a camper's experience of camp and were the main factor brought up by staff in interviews.

In interviews campers were also asked their opinion about other campers as well as about themselves. Campers had an overall positive view about other campers at camp. When asked about how they acted at camp, half of the campers thought that they acted better at camp than at home or school.

In the review of literature no studies were found that used the VIA-Youth as a pretest and posttest so it is difficult to compare the results of this study to that of other uses of the VIA-Youth. In the testing of the VIA-Youth survey, Park and Peterson (2006) found that middle school age youth tend to inflate their scores more than older youth. This is likely to be true for the survey sample of this study also, since all seven participants who completed the pretest and posttest were between ten and eleven years old. Additionally, the mean for each character strength was over 3.00 out of 5.00 on a five point Likert scale.

Much like this thesis, the Camper Growth Index for Children (CGI-C) found that average camper scores in all domains tested measured above 3.00 out of 4.00 on a four point Likert scale (Henderson, 2006). The CGI-C was funded by the American Camp Association and consisted of a pretest and posttest with a six month follow up. While the researchers saw growth in all areas tested, positive identity, social skills, positive values and spiritual growth, and thinking and physical skills, they also postulated that the high initial score left little room for growth. The same issue is likely to have bearing on the results of this thesis. Since character is generally tested high, it is difficult to measure growth.

Dimock and Hendry's 1929 study of a boy's camp was the only study found that researched character in an organized camp setting. Like this study, the results were not fully

conclusive. Dimock and Hendry felt that their results were not generalizable because the research was focused exclusively on one camp. Similarly, the results of this study are not generalizable to other organized camps.

The main hypothesis of this research, that an organized camp experience will improve the character of youth, has some support from the data collected in this study. However the results are far from conclusive. While there was positive growth quantitatively across all virtue categories, only the virtue of transcendence was statistically significant. It is undetermined whether the reason that this virtue is the only statistically significant one found is related to the sample size limiting the accuracy of the results in the other virtues or if it is due to the primacy of transcendence as a virtue that the study treatment improved in the study subjects. Interviews with campers and staff found several factors about camp such as the camp counselors, the camp environment, and the difficulties at camp. These findings support the secondary thesis that camp is a unique environment that has certain characteristics that promote character development in youth.

### *Conclusions*

The results of the Wilcoxon signed rank tests confirmed the null hypothesis for 21 of the 24 character strengths and for all six virtue categories. However, interviews with campers and especially staff covered various ways in which campers are positively affected by their camp experience. Further research is needed to determine the relationship between character development in youth and an organized camp experience. Based upon the findings and within the limitations of this study, character appears to be positively influenced by a camp experience. It is

undetermined how great of an influence camp is on particular aspects of character because of the small sample size for the pretest and posttest survey. Most of the changes noted from pretest to posttest are likely due to chance. A larger sample size is necessary for more accurate results. From the camper and staff interviews, multiple factors were found to be particularly influential on campers and their character development while at an organized camp.

There is a noteworthy anomaly when comparing the responses in interviews to the results of the VIA-Youth Survey. When asked in interviews, campers stated that they were more interested at camp than at other places stating responses such as “I am more interested in the activities at camp...because they’re more exciting, more fun, more active, and more in the outside.” However, the results of the VIA-Youth pre and posttest seem to contradict the responses received in the interviews. The character strength most closely related to interest is curiosity, but curiosity was the only character strength of the 24 to have a negative change from pretest to posttest. It is unclear why this contradiction exists. One explanation is that there were not enough respondents to the survey to produce accurate results. Alternatively, the researcher could be mistaken in connecting increased interest at camp to an increase in the character strength of curiosity overall.

### **Limitations**

Multiple limitations were discovered to have significant effects on the data collection. A primary limitation was the study instrument. The instrument was 198 questions long. Park and Peterson (2003) found that it took most students about 45 minutes to complete the survey. The survey is commonly available on [www.viame.org](http://www.viame.org). Taking the survey online requires the



participant to answer all questions before submitting the survey. The facilities and programming in place at the camp where this study was conducted did not provide access to internet or computers for the participants. Therefore the common online method of taking the survey was not feasible. So campers could hand in a partially complete survey. About one third of all surveys returned were complete.

Additionally, the survey needed to be taken before the campers arrived at camp and after the campers had left camp. It was determined that campers would be highly unlikely to complete the survey at home, whether it was in paper version or online. Therefore the most feasible option was for campers to take the survey on the bus on the way to camp and on the bus on their way home from camp.

Taking the survey on the bus caused many different limitations. The bus ride to and from camp varied in length from 30 minutes to one hour, depending on traffic and drop off location. This was not sufficient time for many participants to complete the survey. Others were unable to participate because of motion sickness. Additionally, the counselor supervising the bus ride was in charge of administering the survey. The counselor had minimal training in survey administration and may not have provided the encouragement or quiet environment necessary for the participants to complete the survey. Furthermore completing 198 questions is a difficult task to ask of a ten or eleven year old under any circumstance. In 2013, a shortened version of the VIA-Youth was published. The new version contains 96 questions and had results almost identical to the long form in sample testing. In the second sample testing, the mean correlation of the short form with the long form was 0.82, the mean alpha coefficient for the long form was 0.82, and mean alpha coefficient was 0.84 for the short form (VIA Institute on Character, 2013). This version of the VIA would have been much more manageable for campers.

An error that occurred in the survey administration was also a limitation. Questions nine and ten were missing from the paper survey. Since there were a total of 198 questions, it was determined that the survey results would still be valid even with 2 of the 198 questions being unanswered. When the paper surveys were entered in the online data collection site, the researcher entered a score of three for all participants on those questions.

A further limitation is the type of camp at which the study was conducted. Day camps have significant differences from residential or overnight camps. A day camper at this camp spent less than eight hours a day at camp. Thus in a typical week of camp, the camper would not spend more than 40 hours at the camp. Whereas, at a week-long residential camp, the camper would spend at least 120 continuous hours at the camp facility, in the camp program, interacting with the counselors, staff, and other participants. The researcher believes that this difference in time is very significant, but that, even more significant than the time spent at camp is the continuity of a residential camp. A residential camp and a day camp create an entirely different atmosphere and feeling for campers. At a day camp, campers go home every evening, thus they tend to associate it more with school and the safety and routine of that environment. At a residential camp, campers do not leave for the entirety of the program. This makes the residential camp feel otherworldly, isolated, and completely unique from their outside lives. An environment that is so different from the camper's daily routine is far more likely to develop character. While day camp does provide some of that experience of isolation for campers, it is not nearly to the extent that a residential camp provides. The researcher would recommend that a similar study be conducted at a residential camp be completed as she suspects that the results would be much more dramatic.

An additional limitation of this study is the scale. Though this study did show that organized camp has the potential for character development, the results are limited because of the sample size and the uniqueness of each camp environment. Camps vary in size, facilities, programming, location, staff, mission, and many other ways. All of these factors have the potential to affect character development. In order to generalize these results across the whole of organized camping, similar studies would need to be conducted at a variety of different organized camps.

### *Discussion and Implications*

The findings from the VIA-Youth survey are notable significant. It shows that camp may have a measurable effect on the character of campers. It is important to study further what makes camp an environment where campers can develop their character. Whether it be the change in self esteem, independence, and other areas noted in studies from the ACA Study Directions (Henderson, 2006) or the change in character noted in this study, discovering what is essential to an organized camp that promotes positive camper development is vital. Individuals who are already familiar with organized camp already understand what makes camp such an environment of growth, but people who are outside of that community need concrete information describing the core characteristics of an organized camp that promotes camper development. Some characteristics are straightforward, such as, the camp must be a physically and emotionally safe environment. Others are less obvious, such as the concept that camp is a “special” place for campers, a place to which they are attached. These more elusive characteristics are the most important to discover, define, and demonstrate. Further research in this area is imperative.

Research defending the unique quality of organized camp will help explain why camp is so important for children and impactful upon their development. Such explanations can be used to share the benefits of camp with parents, donors, and other key stake holders in the effort of providing a high quality camp experience to more children for more summers.

Furthermore, character development is a unique benefit that has the potential to separate an organized camp experience from that of a school program. While many schools do have character as a focus of the education program, character is an aspect of life that needs to be consistent throughout all aspects of life. Camp has the ability to focus on the whole person since the camper is there for every hour of their day. Camp is a short but intense immersion experience while school happens over a long enough period that it can become routine. As Dimock and Hendry (1929) found, in a nine week camp experience, a camper spends more time at camp than they do in a full school year, even excluding time spent asleep.

### ***Recommendations for Further Study***

Further research is highly recommended in the area of character development and an organized camp experience. Recommendations for further study will be covered below related to methods, instruments, procedures, and the results of the study. The characteristics uncovered in this study can provide a basis for further research into the factors that are vital to an organized camp experience.

When analyzing the methods of this study, several areas would have provided additional insight to camper character development. The first area would be involving the campers' parents in the research. They could take a pretest and posttest just like the campers. Dimock and Hendry

(1929) spoke with parents as part of their research of character at camp. In tandem with contact with parents could be a follow up inquiry with the camper and their family a period of time after the organized camp experience. In the CGI-C study, the researchers conducted a follow up six months after the completion of camp (Henderson, 2006).

The survey instrument, the VIA-Youth, used in this study was found to be exceptionally cumbersome for campers to complete, especially since the age range at this camp tended to be younger. A shorter survey with similar reliability is essential to any study conducting a pretest and posttest with campers. It also would be better to have a larger sample and preferably a sample that spreads across many different organized camps. This would allow for a more generalizable result. Almost all studies reviewed in the literature were implemented at many different organized camps (Girl Scouts of the USA, 2008; Henderson K. A., 2006; Henderson K., 2007; Youth Development Strategies, Inc., 2006).

Procedurally, the researcher has two recommendations. First of all, during data collection, the researcher also was the camp director of the camp studied in this research. Her dual roles of researcher and director gave her limited time to conduct research. In future research, in order to get more comprehensive results, the researcher should focus solely on the research and not also be employed by the camp she is studying. Additionally, the researcher should have more extensive training for the volunteers or staff who are administering any surveys.

From the results of this study, there are a multitude of studies that could be developed. Each factor of what makes an organized camp a unique environment could be studied on its own qualitatively. This would include research on camp culture, nature, and counselors and how each of these areas influences camper development. Also, it would be interesting to determine the

relationship of camp mission to character development. This could be studied within the context of a larger quantitative pretest posttest study.

In this study, it was found that older campers had more insight into themselves and into how camp affected them. This was likely due to the additional time they had spent at camp as well as their higher cognitive function which allowed them to think more introspectively about who they are and how camp affected them. It would be beneficial to do focused research that selected particular campers who have been coming to camp for many years. These campers would have the most insight to how camp has affected them and they would have the most ability to express that effect. Additionally, since they have spent more time at camp, it is more likely that the effects of camp have influenced them in a more dramatic way than the one week campers that were studied in this research.

The researcher is hopeful that further research will continue in order to determine the benefits based outcomes of organized camp. Such research is highly beneficial to validate the existence of organized camps to parents and other stakeholders. In particular, character development should be further researched. Character, as described by Peterson and Seligman (2004) is a universal human trait. It is essential for healthy participation in society and contains myriad sub-traits within it. Camp appears to be an ideal place for character development because of the culture of camp, the participants in camp, and the environment in which most camps are held. While this research was inconclusive quantitatively, there was promise in the qualitative results that organized camp improves camper character development. Further research that uses a shorter survey and a larger sample size with additional follow up with the campers and their families has the potential to support this qualitative data.

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American Camp Association: <http://www.acacamps.org/research/enhance/inspirations>

**Instructions to investigators:**

Do not alter the questions on this application. If you would like to provide additional information, there will be a place for additional information at the end of the application form. Each page roughly corresponds to one section of the application. If you have any questions or any doubt about your category/section of review, contact us by email at: [irb@kortland.edu](mailto:irb@kortland.edu). Submission instructions appear at the end of this form.

**Category II:  
Expedited Protocol**

**Institutional Review Board**  
Application for Use of Human  
Subjects in Research



**Applicant Information**

Lead Investigator (PI's) Name:	Department:	Mailing address:	City, State, Zip:
Veronica Ripp	Recreation, Parks, & Leisure Studies	2065 Song Lake Crossing	Tully, NY 13159

Email:	Telephone:	Principal Investigator's Status: (answer: faculty, staff, student, etc.)	CITI Training Completed: (answer: Yes or In progress)
VSRipp@gmail.com	405-385-1884	Graduate Student	Yes

Is the principal investigator or any co-investigator affiliated with another institution? **No**

Has another IRB reviewed and approved this protocol? **No**

If yes, please identify the institutions where IRB approval is (has been) sought (if applicable):  
And, indicate which institution will serve as the primary institution for IRB review (if applicable):

**Undergraduate and Graduate Student Applicants:**

Student researchers serving as principal investigators, provide information about your faculty/staff sponsor (research advisor) below. Students should not submit applications without their sponsor's approval.

Research sponsor's name:	Department:	Email:	CITI Training Completed: (answer: Yes or In progress)
Dr. Anderson Young	Recreation, Parks and Leisure Studies	Anderson.Young@Cortland.edu	Yes

**Co-Investigators and Research Staff**

Are there co-investigators or research staff (other faculty, staff, graduate students, or undergraduates) working with you? (answer below: Yes or No)

**Yes** If yes, complete Appendix B and send it as an email attachment to [irb@kortland.edu](mailto:irb@kortland.edu).

**Project Information**

Project Title: (enter a 10-12 word title for this protocol in the space below)

**Character Development and Organized Camp**

Project Type: (type an X next to the statement that best describes the purpose of this research)	<input type="checkbox"/> Human subjects research
	<input type="checkbox"/> Pilot data for a grant/fellowship proposal or R & D
	<input checked="" type="checkbox"/> Thesis or dissertation research

<input type="checkbox"/>	Program evaluation that will be disseminated off campus
<input type="checkbox"/>	Pre-submission review for a grant proposal or fellowship application (data collection is contingent upon funding)
<input type="checkbox"/>	Other (explain in the space below):

If you selected thesis/dissertation, provide contact information for your committee chair below:

Name: **Dr. Anderson Young**

Email: **Anderson.Young@Cortland.edu** Telephone: **607-753-4951**

College/University where your degree will be awarded: **SUNY Cortland**

Project Period:

(Can indicate a period up to one year); place an X in the "From" or "To" boxes on the left, or type the exact start and end dates in the boxes on the right)

From: <input checked="" type="checkbox"/>	Date of IRB approval	<b>OR</b>	Type a start date here:	
To: <input checked="" type="checkbox"/>	One year after approval		Type and end date here:	

Project Funding: (type an X next to the statement that best describes the funding source for this research)

<input checked="" type="checkbox"/>	Not funded
<input type="checkbox"/>	Applying/applied for funding
<input type="checkbox"/>	Internal Funding (e.g., department, UUP, Research Foundation)
<input type="checkbox"/>	External Funding from a Government Source
<input type="checkbox"/>	External Funding from a Private Source
<input type="checkbox"/>	Other (explain in the space below):

If funded, provide agency and grant/contract number:

If you have applied for funding/have been funded, email an attachment of your grant proposal to [irb@cortland.edu](mailto:irb@cortland.edu).

## Category II Expedited Sections

Abbreviated section titles appear below; **read the full text of each section number before choosing a section** (see <http://www.hhs.gov/ohrp/humansubjects/guidance/expedited98.htm>). Investigators make a preliminary decision, in consideration of all procedures from recruitment through dissemination. After reading the protocol, the IRB Administrator makes a final determination concerning the review category and section number appropriate for the study. All requests for waivers or exceptions are considered by the Full Board, as required by federal regulations.

Indicate by typing an "X" into the box on the left the requested section of review. If your study does not fit one of these categories, it cannot be reviewed as expedited.

<input type="checkbox"/>	1.	Clinical studies of drugs and medical devices (limitations apply)
<input type="checkbox"/>	2.	Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture (time and volume limits apply)
<input type="checkbox"/>	3.	Prospective collection of biological specimens for research purposes by noninvasive means (see examples)
<input type="checkbox"/>	4.	Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice (see limitations and examples)

	5.	Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (some of this research will be exempt, see definition of minimal risk)
	6.	Collection of data from voice, video, digital, or image recordings made for research purposes (see definition of minimal risk)
X	7.	Research on individual or group characteristics or behavior (see examples); survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies (some of this research will be exempt, see definition of minimal risk)

## Purpose of the Research Activity and Assessment of Anticipated Benefits

In the space below, explain the purpose of the study. Describe the anticipated benefits to subjects (directly or indirectly), to science, and/or benefits to society.

Type the purpose of this study, the objectives, aims, gap in knowledge the study addresses, and/or the rationale for performing the study. Although participation in research may be a personally rewarding activity or a humanitarian contribution, these subjective benefits should not enter into the investigator's or IRB's identification or analysis of benefits. Note that remuneration should not be listed as a benefit.

**Organized camp has been demonstrated to be highly beneficial to youth through various outcomes-based research. One area that has not been researched in the camp setting is character. Character is integral to healthy human development and it is postulated that the camp setting could be highly beneficial to the development of character. This study will research these potential benefits of the organized camp setting.**

## Assessment of Risk

The term *risk* is defined as the probability of harm or injury (physical, psychological, social, or economic). To assess risk, investigators should be able to (1) describe risks or potential discomforts; (2) estimate the probability of their occurrence (chance or likelihood of occurrence); and (3) assess the severity (mild, moderate, severer), should that condition occur. When responding to questions about risk, use the OHRP's definition of *minimal risk* as the benchmark. *Minimal risk = The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.* Next, investigators are to seek ways to minimize or eliminate the risks or discomforts to the greatest extent possible.

Using the definition of minimal risk stated above, choose the statement that best describes this study:

- Research involving less than minimal risk
- X  Research involving no more than minimal risk
- Research involving greater than minimal risk, but presenting the prospect of direct benefit to the individual subjects
- Research involving greater than minimal risk, but presenting no prospect of direct benefit to the individual subjects, but likely to yield generalizable knowledge about the subjects' disorder or condition
- Research involving greater than minimal risk that does not fit any of the above conditions

Nearly all research activities pose at least some risk to participants. Identify and describe, in the space below, reasonably foreseeable risks associated with this research (for some studies, e.g., survey research, reasonably foreseeable risks may be confined to confidentiality risk). For each risk, explain what precautions, safeguards, and alternatives have been incorporated into the research activity to reduce the probability of discomfort or harm. For any risk that cannot be avoided, explain the safeguards that will be used to limit the severity or duration of discomfort or harm. In expedited research activities, by definition, the risks posed can be no more than minimal risks; those risks ordinarily encountered in daily life.

**RE: Confidentiality Risk: The surveys will be anonymous. The study will use non-name-based subject identifiers to enable the researcher to link the pre-test and post-test. The paper pre and post-tests will be stored securely in the Camp Director's office. Additionally, once the data have been entered into the computer and error checked the surveys will be destroyed. After the surveys are entered onto the computer, they will be kept secure in password protected files on the researcher's computer.**

The interviews also have a confidentiality risk, since other campers may observe the individual camper speaking one-on-one with the researcher. There is a risk that other campers may use this as a source of teasing. The camp counselors will be informed of this risk and be prepared to use moments of teasing as a teachable moment about research and about teasing behavior.

**RE: Other:** The survey questions may prompt self-reflection, which for some campers may be uncomfortable. Yet self-reflection is part of healthy growth and development. The VIA-Youth has been taken by over 2,000 youth without any known negative results. The interviews may also prompt self-reflection. The researcher and camp staff will be prepared for these reactions and keep a close eye on all campers and be prepared to debrief said campers. As a regular part of staff training, counselors are taught to be attentive to signs emotional distress in campers and they practice, role-play, and review strategies for addressing such situations. Strategies are also printed in the staff manual.

### Research Procedures Involving Specific Risks to be Documented N/A

The conditions listed below often require additional documentation or may involve a different category of review. Check a box to alert the IRB when a condition listed below applies to the study (mark an X next to all that apply):

Questions are of a sensitive or controversial nature; given the standards of the Cortland community, the research would likely be viewed as controversial; or the research may generate public concern	Deception is used or debriefing is necessary to check the participants' wellbeing (physical or psychological) or protect their welfare
Questions are asked involving any kind of activity that may be illegal, illicit, unethical or are violations of institutional policy; OR participants' responses, if known outside of research could increase risk of civil/criminal liability or damage financial standing or employability (this includes the recreational use of drugs/alcohol)	Procedures are used that involve assignment to groups, the manipulation of subjects' behavior or responses, an intervention, or any procedure intended to change the participant's opinions, thoughts, feelings, or behavior
Research involves the use of equipment (ranging from playground or camp equipment to experimental apparatus) that may or may not be attached to participants	Procedures involves the assessment of mental health status, a questionnaire allowing the diagnosis of a mental illness (DSM-IV axis 1 or axis 2), or the survey asks questions about suicidal ideation or suicide attempts

## Recruitment and Participant Selection

In the space below, describe the social demographics of your target population. Include all important defining characteristics of your potential sample. In particular, specify any on-campus or community groups that you will recruit from (for example, SUNY Cortland faculty, staff, students; students at Cortland JSHS; members of the Cortland Chamber of Commerce, etc.) and explain any relationship you might have with that group, past or present (if applicable).

**All eligible campers at Camp Hoover Girl Scout Day Camp will be invited to participate. Campers are 6-17 year old females from the Syracuse area of New York State. I am the camp director at Camp Hoover. I have a history of involvement with Girl Scouting for almost twenty years. Some participants will have attended Camp Hoover or other camps in the past and others will be attending camp for the first time this summer. The camp brochure is available at:**

**<http://gsnypenn.org/LinkClick.aspx?fileticket=Iglbx9V0fhE%3d&tabid=106> and camp property information at: <http://gsnypenn.org/Properties/CampHoover/tabid/159/Default.aspx>**

Indicate your target sample size:	<b>About 150 (based on camp enrollment)</b>	All campers 10 years and older will be invited to participate in the pre and post-test. At least 10 campers will be interviewed.
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### Classification of Recruitment Procedures

Place an X in the box that applies to this study, complete Part B, and send all recruitment materials to the IRB for review before implementation. The IRB highly recommends that all investigators **read the instructions concerning participant recruitment**, as **recruitment issues are the most common source of misunderstandings and delays in gaining approval.**

**Issues relating to the relationship among the investigators and the individuals targeted for recruitment:**

- This study involves no contact with participants (e.g., use of existing data)
- Recruitment is targeted at individuals who will remain anonymous during recruitment and are individuals not already known

<input type="checkbox"/>	to the investigators (e.g., random digit dialing, newspaper advertisement, flyers posted, etc.)
<input type="checkbox"/>	Recruitment is targeted at individuals already known to the investigators (e.g., the use of students in the investigator's club, course, or other organization; employees of the college)
<input checked="" type="checkbox"/>	Recruitment is targeted at individuals not already known to the investigator, but are known to another group or organization who will assist with recruitment

**Issues relating to how the participants will volunteer for the study:**

<input type="checkbox"/>	Participants respond anonymously and complete the study anonymously (e.g., mail-in questionnaires, internet survey); participants always remain anonymous
<input type="checkbox"/>	The participant responds by signing-up or showing-up at the date/time/location where data collection will occur
<input type="checkbox"/>	The participant responds by providing the investigator with contact information to schedule an appointment at a later time
<input type="checkbox"/>	The participant is solicited by a third party (e.g., another professor, school principal, director or owner of a business or recreational facility) and the participant responds by contacting the investigator
<input checked="" type="checkbox"/>	Other (please type an explanation): <b>Participants' parents will receive an explanation of the study (see attached letter) and be asked to sign a permission form. Campers with permission will complete the pre and post surveys only with permission. At camp, some campers will be selected and asked if they would like to be interviewed. The interviews will be kept confidential. . Their participation in the pre and post-test is voluntary and responses are confidential.</b>

**Issues regarding the use of inclusion/exclusion criteria:**

Defining the appropriate group of subjects for a research project involves a variety of factors - requirements of scientific design, susceptibility to risk, likelihood of benefit, practicability, and considerations of fairness. IRBs are required to make a specific determination that the selection of subjects is equitable. Do you plan to use any inclusion or exclusion criteria to select participants for this study? (mark an X next to "yes" or "no")

<input type="checkbox"/>	Yes	If you marked "yes," state the criteria and justification in the box below. Type inclusion and/or exclusion criteria; provide a scientific justification for any inclusion/exclusion criteria used.
<input checked="" type="checkbox"/>	No	

Note: Send copies of all recruitment materials (flyers, email, advertisements, parent information sheets, etc) as an email attachment to [irb@cortland.edu](mailto:irb@cortland.edu).

## Informed Consent

All studies must provide (administer) informed consent and document that the participants received and understood the terms of consent (elements of legally effective informed consent).

Send the consent/assent forms/statements you plan to use for IRB review to [irb@cortland.edu](mailto:irb@cortland.edu).

Note: All consent forms must provide legally effective informed consent. If participants sign a consent form or identifiers are collected (temporarily or permanently), then the research cannot be described as "anonymous." Confidentiality should be promised, to the extent allowable by law. If your research involves children, the IRB may require that you include a statement in your consent form about your status as a mandatory reporter.

Are you requesting a waiver to document legally effective informed consent (that is, you will administer informed consent, but you are asking for permission to omit collecting and store signed consent forms)?

<input type="checkbox"/>	Yes	If you marked yes, provide a justification in the box below.
<input checked="" type="checkbox"/>	No	

**Because the VIA-Youth survey is innocuous, administered with regular camp staff present or at home, we request to substitute the attached parent-information letter, and repeatedly remind participants that they are under no obligation to complete the surveys (per scripts in later protocol section). Participants who are interviewed will also receive information to share with their parents after their interview.**

Are you requesting a waiver to provide informed consent or withhold elements of informed consent? In this case, you are asking to omit administering some or all of the elements of informed consent (e.g., unobtrusive observation or studies that involve the use of deception).

<input type="checkbox"/>	Yes	If you marked yes, provide a justification in the box below.
--------------------------	-----	--------------------------------------------------------------

No

## Incentives for Participation and Remuneration

Each year, thousands of individuals are paid for participating in social-behavioral research. Although payments are usually monetary, when funding is not available volunteers are frequently offered other rewards in lieu of money. Regardless of the form of remuneration, participants in research must be recruited fairly, informed adequately, and paid appropriately.

### Incentives and Remuneration

#### Part A: Incentives and Remuneration NONE – N/A

Using OHRP requirements and SUNY Cortland guidelines, explain and justify incentive or remuneration you will provide. Outline each type, how and when it will be given, and how much participants will receive. If the research is required for course credit or for extra credit, explain how the incentive will be offered without undue influence (also complete Part B). If you plan to provide monetary awards of any kind (including cash, gifts, or gift certificates) the IRB asks that you check with Research and Sponsored Programs, your funding agency, or the Business Office to make sure promises are not made to participants that cannot be kept. Type information about incentives and remuneration below, if provided.

### Research Involving Students as Participants – Alternate Assignments

#### Part B: Alternate Assignments – NONE –N/A

If participation is required for a course or if participation is offered as extra credit, the principle investigator assures that all professors involved with participant recruitment or data collection have agreed to provide an alternate assignment for their classes that meet the federal requirements:

Yes If you marked no, explain in the box below.

No

### Participant Expenses (with or without reimbursement)

#### Part C: Expenses and Reimbursement

Explain expenses and/or reimbursement in the space below, by marking an X in the correct box.

Yes, participants will incur expenses to participate (if yes, explain in the space below)

No, participants will not incur expenses to participate

In the box below, outline any expenses the participant will incur because of their involvement with this study. If participants are being reimbursed for expenses (e.g., mileage to and from the research location, parking, child care, etc.) outline the expenses and state the amount of reimbursement.

## Procedures

#### Research Design:

Begin this section with a statement describing the design of your study. Define technical terms so that all members of the IRB can understand.

#### Research Protocol:

Explain the procedures of your study; explain what you plan to ask participants to do, include scripts and instructions that will be given to participants, along with other details about how you plan to execute the research activities. Describe the procedures chronologically, beginning with advertisement and recruitment to the end of the participants' involvement in the study. Note that the IRB cannot approve a study in concept; the IRB must have enough detail to understand precisely how the research will be executed. A well-written protocol contains sufficient detail so that another researcher in your field could replicate your procedures.

**The purpose of this study** is to determine if organized camp has a positive effect on the character of campers and to determine

what aspects of camp are positively or negatively influential on character. Data will be collected from pre and post-tests with the VIA-Youth survey, from interviews with campers and staff, and the researcher's observation journal. The Values in Action Inventory is a tool that measures 24 character strengths developed by Park and Peterson. There are four categories of strengths: temperance strengths, intellectual strengths, theological strengths, and other-directed strengths. Pre-and post-tests will occur as part of the camper's session, preferably completed on the bus ride to or from camp (to minimize interference with the program). Interviews will occur over the duration of the summer camp season until no new information is being discovered. The researcher will keep an observation journal for the entire summer. The research journal will consist of two types of observations: intense short periods of observation that occur a few times per session as well as more broad observations that the researcher will discover during the overall time spent at camp.

(Research Design: **This is a multimodal design, one-group, pretest-posttest, with qualitative interviews, .)**

**Protocol:**

The study will involve four camp sessions, but the same general protocol will be used for all. The steps/processes follow:

**Recruitment for Camp:** Was completed before directors were approached about having campers participate in the study.

**Recruitment for the study** begins with the parent information and permission letter, which is the first step in the protocol below:

**One to three weeks before camp:**

Send parent permission letter (attached)

**On first day of camp:**

Campers and parents wait for the busses at one of three common locations. Campers whose parents have signed the permission form will complete the VIA-Youth Survey (attached) on the bus. The ride lasts about as long as most people need to complete the survey. More time will be provided if needed. The survey begins with a reminder that campers can opt out at anytime without consequences.

**Pre-Camp Survey Script**

(to be read during implementation of survey)

*Many different types of camps are available for young people to attend every year. These camps are fun, and they sometimes help campers to change by learning things about themselves. We would like you to take a survey about character. This will help us learn about your time at camp and help us to learn what happens for you at camp. So we want to ask you some questions about yourself. You may have taken this survey before when you were at home before camp started. Knowing what you are thinking or how you are feeling now will help us make camp better for future campers.*

*In a moment we're going to ask you to fill out a survey, which is really a bunch of questions about yourself, and you will circle the answer that best fits. Some of the questions may make you think. But lots of kids before you have completed this survey, and it's worked out fine.*

*There are no right or wrong answers. And, since you won't put your name on the survey, no one will know that it's you and that these are your answers. When we do these surveys, we look at the answers from everyone grouped together, not yours separately. Still, if you don't want to do this, you don't have to. You can stop participating at anytime. No one will be mad at you or anything like that. You still get to do everything left to do at Camp Hoover and come back next year, if you would like to, whether you do this survey or not.*

*If you have any questions, you can ask them now, and I will also give you my phone number in case you have any questions later. Your parents have been told about the survey, and they have the same numbers, too.*

*Ok, let's look at the survey. The instructions say to "Please carefully read each question and then circle the answer that best fits." Look at the example. See if it makes sense.*

*What questions do you have for me before we get started?*

[Pause and answer any questions.]  
End of Pretest Script

Completed surveys taken to secure storage in Camp Director's office

**During the camp session** (at time determined by researcher/camp director)

The researcher will observe campers and camper groups in various activities during camp. She will keep detailed (emic and etic) notes in a research journal. She will do at least one period of observation during all four sessions, with more as



needed to reach a point of saturation of knowledge.

The researcher will interview campers throughout the four sessions of camp. Campers will be selected for interviews based on researcher observations and counselor recommendations. The researcher is interested in interviewing a diverse selection of campers on the spectrum of character to see how camp affects their character. Campers will be told that their participation is voluntary and repeatedly informed that their participation in this study will not affect their participation in camp. The interview approach will be a general interview guide approach. She will record these interviews with a digital audio recorder and take detailed notes during the interviews. (see Camper Interview Script)

The goal of the interviews and observation is to answer the following questions: How does camp influence character? What factors influence character? What are characteristics common among campers with high levels of character? What are characteristics common among campers with low levels of character? What are characteristics common among campers with high levels of change in character while at camp? Are particular aspects or characteristics of camp especially influential on character development? Since this research is qualitative in nature, it is expected that additional research questions will emerge during the course of the research.

**After the camp session** (at time determined by researcher/camp director)

After the session is complete, the researcher may interview staff who were notable (from observation or from analysis of the camper pre-test, post-test) as particularly influential on camper's character. (See Staff Interview Script)

**Camper Interview Script**

(to be read at the beginning of each camper interview)

*Many different types of camps are available for young people to attend every year. These camps are fun, and they sometimes help campers to change by learning things about themselves. I would like to ask you some questions about your time at camp to learn what happens for you at camp. Knowing what happens to campers at camp will help us make camp better for future campers. Talking with me here is completely private. I am not acting as the camp director right now. I am just talking with you because I want to learn more about how you experience camp. If you do not want to talk with me that is just fine. You can go back with your group and play. No problem. That would be completely ok.*

*I am going to ask you some questions about your experience at camp. It is very important for you to be honest with me, there are no right or wrong answers. Everything that you tell me will be kept private or confidential. This means that, while I may tell other people what you told me, I will never tell them that it was you who told me that. I will tell them that a camper at a Girl Scout camp told me that.*

*We will talk for about twenty minutes. After we talk, I will give you a piece of paper to share with your parents. Your parent's have already been told about this research, but sometimes talking about your personal experiences can make you think and it is important that your parent's know that we had this conversation.*

*If you don't want to do this, you don't have to. You can stop talking with me at any time and go back and join your group. No one will be mad at you or anything like that. If you have any questions, you can ask me now or at any time while we are talking.*

*Do you understand what I've said? [record reply; if non verbal say, "you nodded yes, so let's get started, ok?"] [record reply]*

*[If camper says "no," then respond with "That's fine, [name]. Go ahead and rejoin your group."]*

*Sample or typical interview questions (not all will be used):*

*Tell me about your favorite experience at camp so far this week.*

*What about your least favorite experience.*

*What new things have you learned at camp?*

*What hard things have you had to do at camp? What made it hard, and what helped you to overcome the challenge?*

*Does camp make you a better person or a worse person? How so?*

*How are the other campers here nice or mean to each other?*

*How are the counselors fair or unfair?*

*What do you think is your biggest strength?*

*What do you think is your biggest weakness?*

*What have you done lately that you are proud of?*

*Have you been sad at camp? When were you sad?*

*Has anyone hurt your feelings at camp this week? What happened?*

Do you always follow the rules at camp? Why or why not?  
Do you act differently at camp than you do at home or school? How so? What makes camp different than home, than school?  
Have you ever stood up for yourself or someone else when they were being treated badly? Have you done so at camp? What happened?  
Do you feel different at camp than you feel at home or at school? How so?  
Is camp a special place for you? What makes it special?  
Are you a better or worse person at camp than you are at home or at school? How so?  
Are you more or less brave at camp than at home or school? How so?  
Are you more or less patient at camp than at home or school? How so?  
Are you more or less caring for other people at camp than at home or school? How so?  
Are you more or less interested in the activities at camp than at home or school? How so?  
Are you more or less aware of other people's needs at camp than at home or school? How so?  
Are you more or less honest at camp than at home or school? How so?  
Do you feel more or less like yourself at camp or at home or at school? How so?  
How are the camp counselors different or similar to your teachers at school?  
How are the camp counselors different or similar to your parents?

Thank you for sharing with me about yourself and about what you have experienced and learned at camp. What you have told me will help us learn about camp and make it better.

End of Camper Interview Script

Completed interview notes stored in secure location in camp director's office.

**Last Day of Camp** (at time determined by camp director)

Administer the VIA-Youth survey in a paper format.

The script is as follows:

#### **Post-Camp Survey Script**

(to be read during implementation of survey)

Many different types of camps are available for young people to attend every year. These camps are fun, and they sometimes help campers to change by learning things about themselves. We would like you to take a survey about character. This will help us learn about your time at camp and help us to learn what happens for you at camp. So we want to ask you some questions about yourself. You may have taken this survey before when you were at home before camp started. Knowing what you are thinking or how you are feeling now will help us make camp better for future campers.

In a moment we're going to ask you to fill out a survey, which is really a bunch of questions about yourself, and you will circle the answer that best fits. Some of the questions may make you think. But lots of kids before you have completed this survey, and it's worked out fine.

There are no right or wrong answers. And, since you won't put your name on the survey, no one will know that it's you and that these are your answers. When we do these surveys, we look at the answers from everyone grouped together, not yours separately. Still, if you don't want to do this, you don't have to. You can stop participating at anytime. No one will be mad at you or anything like that. You still get to do everything left to do at Camp Hoover and come back next year, if you would like to, whether you do this survey or not.

If you have any questions, you can ask them now, and I will also give you my phone number in case you have any questions later. Your parents have been told about the survey, and they have the same numbers, too.

Ok, let's look at the survey. The instructions say to "Please carefully read each question and then circle the answer that best fits." Look at the example. See if it makes sense.

What questions do you have for me before we get started?

[Pause and answer any questions.]

End of Posttest Script

Completed surveys taken to secure storage in Camp Director's office.

**NOTE:** Anticipating data analysis, individual pretests and posttests will be "matched" not by using participant's names, but through

use of an identifying number chosen by and known only to the camper (last four digits of home phone followed by naming their favorite color).

Email to [irb@corland.edu](mailto:irb@corland.edu) a copy of all surveys, measurement instruments, stimuli, etc. Include the instructions provided to the participant.

## Privacy and Confidentiality

### Methods of Recording Participant Responses

Mark an "X" in the box next to each that applies to this study:

<input checked="" type="checkbox"/>	Paper documents/records	<input checked="" type="checkbox"/>	Audio recording, video recording, or photographs
<input type="checkbox"/>	Recording of physiological data	<input type="checkbox"/>	Biological specimens
<input type="checkbox"/>	Internet-based survey (provide location of planned web site)	<input type="checkbox"/>	Computer administered survey that is not online
<input type="checkbox"/> Other, if other was checked, provide information about your method of recording participant responses in the box below.			

### Identifying Participant Responses

Mark an X next to the circumstance below that applies to your study (mark one):

<input type="checkbox"/>	<u>Anonymous, no subject identifiers</u> will be collected (not at any point during the research)
<input type="checkbox"/>	<u>Indirect link to subject identifiers</u> : Identifiers will permit an indirect link to participants (i.e., a code will be assigned to the data and a key linking the code to the identity of the subject exists somewhere, either temporarily or permanently)
<input checked="" type="checkbox"/>	<u>Indirect link to subject identifiers</u> : Open-ended interview format or open-ended questions on a survey may unintentionally elicit identifying participant responses (questions may elicit the names of individuals, places, events, objects that could identify an individual or group); this could also occur when investigating the doctor/patient or client/therapist relationship, a context where personal information may be inadvertently or unintentionally recorded
<input type="checkbox"/>	<u>Direct link to subject identifiers</u> : Subject identifiers will be maintained with the data (i.e., personal or private information about the subjects are associated with the data, either temporarily or permanently). In box directly below, explain and justify direct link to subject identifiers, state how long they will be kept.
<input type="checkbox"/>	Other (explain in box below):

If identifiers are collected, temporarily or permanently, include information about where identifiers will be kept, how long identifying information will be kept and when identifying information will be destroyed. Below, explain how open-ended data will be purged of any unintentional identifying information revealed (names of people, places, events, etc).

### Storage of Data and Privacy After Research Participation is Complete

Will data be transported from a data collection site to the college or other location (in paper or electronic format)?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, in the box below, explain how the data will be transported in a way that protects the participants' privacy:

**After completion of analysis,. Electronic data will be kept secure in password protected files on the researcher's personal computer. The research journal and paper surveys will be kept secure in the researcher's possession.**

Data will be stored in which formats (mark an X next to all that apply):

<input checked="" type="checkbox"/>	In paper format	<input type="checkbox"/>	In electronic format (on a desktop computer or on a campus server)
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<input checked="" type="checkbox"/>	On a portable device (e.g., laptop, portable hard drive)	<input type="checkbox"/>	On the internet (off-campus server)
	Other (explain in space below):		
Consent forms will be stored in which formats (mark an X next to all that apply):			
<input checked="" type="checkbox"/>	In paper format	<input type="checkbox"/>	In electronic format (on a desktop computer or on a campus server)
	On a portable device (e.g., laptop, portable hard drive)	<input type="checkbox"/>	On the internet (off-campus server)
	Other (explain in space below):		
Data and consent forms (if documented) will be <u>retained</u> in this (these) format(s) for (mark an X next to longest time that applies):			
<input checked="" type="checkbox"/>	Three years after study completion (minimum required by federal, state, and SUNY guidelines)	<input type="checkbox"/>	Seven years after study completion (required for most federally funded research)
	Other (explain in the box below):		
Where will the data and consent forms be permanently stored?			
	On-campus, faculty-staff locked office/laboratory		
	On-campus other location (specify in box below):		
<input checked="" type="checkbox"/>	Off-campus location (specify in box below):		
	<b>In the researcher's personal computer in a secure file and paper forms in a secured file..</b>		

### Reporting of Research Results

Place an X in the boxes that apply:

<input type="checkbox"/>	Dissemination is at the group level (e.g., group means, standard deviations) so that individual responses (people, places, objects, events, including participating K-12 schools or the college will) could not <i>necessarily</i> be identified
<input checked="" type="checkbox"/>	Dissemination includes reporting and/or describing individual responses that could identify the names of participants or their acquaintances, the location of data collection, etc. (justify this procedure and explain consent <i>process</i> below)

If the questions in this section did not completely describe your document handling/storage procedures, in the space below explain how the participants' privacy, confidentiality, or anonymity will be protected. If you plan to disseminate responses in a way that would identify the place of data collection, individual students or groups of students, faculty, the community, etc. provide an explanation and justification in box below.

Individual quotes from campers will be used in the dissemination. This is necessary due to the nature of qualitative interview research. Every effort will be made to remove any individual identifiers that might exist within participant responses. Participant's actual names will never be used in connection with interview content material.

### Project Summary

Please provide a brief, non-technical abstract of the study (about 150-400 words). This summary should contain a concise description of the study's purpose, the target sample and recruitment procedures, selection of subjects, research design and procedures, risk/benefits, and safeguards. This is an abstract of the information provided in previous sections; no new information should appear in the summary. This summary will be used in reports to the IRB Full Board and in year-end reports to campus administration.

**The purpose of this study is to determine the benefits to character that campers experience in an organized camp setting. Character is the collection of positive traits that are necessary for an individual to experience a good life. Since organized camp is a complex environment, a multimodal design is necessary to obtain a broad spectrum of knowledge about the effects of organized camp on character. The Values in Action Youth Inventory (VIA-Youth) will be used as a survey tool that will given campers at Camp Hoover (who have parental permission) as a pre-test. It will also be taken by campers as a post-test on the last day of each session. During each session, the researcher will observe campers in a group setting and interview some campers on an individual basis to the point of saturation of knowledge. The findings of this research will help organized camps promote and understand the current beneficial outcomes of organized camp. They will also help camp's improve their influence on character development.**

Because the VIA-Youth has been widely administered to youth and all interviews will be kept confidential, the research poses less than minimal risks. Participation is optional. The VIA-Youth surveys will not be associated with particular camper's names.

## Additional Information or Documents

The box below is reserved for any additional information you wish to provide.

You can email any additional documents you would like to provide to: [irb@kortland.edu](mailto:irb@kortland.edu). See note at the bottom of this form regarding required documents.

### Instructions for submitting an IRB protocol

There are three parts to an IRB protocol:

- (1) this Application Form;
- (2) Appendix A – Investigator Assurance (signature page); and,
- (3) Appendix B (optional, use when there are co-PIs, research staff, research assistants, or students working on the project.

Investigators should include all the following documents that are applicable to the research at the time the IRB protocol is submitted:

- (1) Informed consent (legally effective consent statement or consent form);
- (2) If the research involves children, child assent form(s), incorporating the elements of legally effective consent, written at the level each child in the study can understand;
- (3) A copy of all advertisements (scripts for oral advertisements, copies of printed advertisements and letters, etc);
- (4) A copy of all questionnaires and/or survey instruments, interview protocol, and materials used with participants (if a commercial scale is to be used (e.g., WISC, MMPI), but has not yet been purchased, include the citation for the scale (reference) and a web address for the commercial vendor so that the scale can be reviewed);
- (5) Photographs of equipment/apparatus while in use and/or brochures providing information about the equipment;
- (6) Permission letters for all off-site recruitment and off-site data collection;
- (7) Any other information/documents that will help the IRB to understand what you will ask the participants to do for the study.

**Submit a copy of this form and all documents as an email attachment to [irb@kortland.edu](mailto:irb@kortland.edu). All materials submitted should be sent in Rich Text Format (RTF) or in Adobe (PDF) except signature-bearing documents.**

#### Signature-bearing Documents

Appendix A – Investigator Assurance (signature page) should be mailed or faxed to the IRB Administrator. The IRB will also require original copies of all permission letters and MOUs that apply to off-site recruitment or off-site data collection. Faxed copies from the authorizing agency can also be accepted. IRB review begins upon receipt of Appendix A.

All investigators are required to read the SUNY Cortland's Policies and Procedures Manual before applying for IRB approval. All investigators must complete training before their protocol can be approved. See <http://www.kortland.edu/irb> for more information.

### Federal Criteria for IRB Approval of Research

In order to approve research the IRB shall determine that all of the following requirements are satisfied:

- (1) Risks to subjects are minimized:
  - (i) By using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and
  - (ii) whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.
- (2) Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects, and the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB should consider only those risks and benefits that

## Protocol # 101159

may result from the research (as distinguished from risks and benefits of therapies subjects would receive even if not participating in the research). The IRB should not consider possible long-range effects of applying knowledge gained in the research (for example, the possible effects of the research on public policy) as among those research risks that fall within the purview of its responsibility.

- (3) Selection of subjects is equitable. In making this assessment the IRB should take into account the purposes of the research and the setting in which the research will be conducted and should be particularly cognizant of the special problems of research involving vulnerable populations, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons.
- (4) Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by §46.116 and SUNY Cortland IRB Policies and Procedures.
- (5) Informed consent will be appropriately documented, in accordance with, and to the extent required by §46.117 and SUNY Cortland IRB Policies and Procedures.
- (6) When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects.
- (7) When appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons, additional safeguards have been included in the study to protect the rights and welfare of these subjects.

Research covered by this policy that has been approved by an IRB may be subject to further appropriate review and approval or disapproval by officials of the institution. However, those officials may not approve the research if it has not been approved by an IRB.

(ref. CFR §46.111 and CFR §46.112)

# Appendix A: Human Subjects Proposal

## MEMORANDUM



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To: Veronica Ripp  
Lynn Anderson

From: Amy Henderson-Harr, Chair  
Institutional Review Board

Date: 06-24-2011

RE: Institutional Review Board Approval

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In accordance with SUNY Cortland's procedures for human research participant protections, the protocol referenced below has been approved for a period of one year:

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<b>Title of the study:</b> Character Development and Organized Camp	
<b>Level of review:</b> Expedited	<b>Protocol number:</b> 101159
<b>Project start date:</b> Upon IRB approval	<b>Approval expiration date*:</b> 06-23-2012

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\* **Note:** Please include the protocol expiration date to the bottom of your consent form and recruitment materials. For more information about continuation policies and procedures, visit [www.cortland.edu/irb/Applications/continuations.html](http://www.cortland.edu/irb/Applications/continuations.html)

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The federal Office for Research Protections (OHRP) emphasizes that investigators play a crucial role in protecting the rights and welfare of human subjects and are responsible for carrying out sound ethical research consistent with research plans approved by an IRB. Along with meeting the specific requirements of a particular research study, investigators are responsible for ongoing requirements in the conduct of approved research that include, in summary:

- obtaining and documenting informed consent from the participants and/or from a legally authorized representative prior to the individuals' participation in the research, unless these requirements have been waived by the IRB;
- obtaining prior approval from the IRB for any modifications of (or additions to) the previously approved research; this includes modifications to advertisements and other recruitment materials, changes to the informed consent or child assent, the study design and procedures, addition of research staff or student assistants, etc. (except those alterations necessary to eliminate apparent immediate hazards to subjects, which are then to be reported by email to [irb@cortland.edu](mailto:irb@cortland.edu) within three days);
- providing to the IRB prompt reports of any unanticipated problems involving risks to subjects or others;
- following the principles outlined in the Belmont Report, OHRP Policies and Procedures (Title 45, Part 46, Protection of Human Subjects), the SUNY Cortland College Handbook, and SUNY Cortland's IRB Policies and Procedures Manual;
- notifying the IRB of continued research under the approved protocol to keep the records active; and,
- maintaining records as required by the HHS regulations and NYS State law, for at least three years after completion of the study.



In the event that questions or concerns arise about research at SUNY Cortland, please contact the IRB by email [irb@cortland.edu](mailto:irb@cortland.edu) or by telephone at (607)753-2511. You may also contact a member of the IRB who possesses expertise in your discipline or methodology, visit <http://www.cortland.edu/irb/members.html> to obtain a current list of IRB members.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Henderson-Harr". The signature is fluid and cursive, with a large initial "A" and "H".

Amy Henderson-Harr  
IRB Chair

# Appendix B: Letter of Approval

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*Department of Recreation, Parks and Leisure Studies*

## Invitation to Participate in a Research Study on Character Development and Organized Camp

Dear Parent/Guardian,

Hello, my name is Veronica Ripp, and I am the Camp Director this summer at Camp Hoover. I am asking for your help and your daughter's help in completing research for my master's thesis. As part of my graduate work at SUNY Cortland, I am doing a research study to understand the benefits that camp has to the character of campers. Character is very important to Girl Scouting and is even in the Girl Scout mission. My faculty advisors and the Girl Scouts of NYPenn Pathways believe that this research can help us understand the impact that camp has on youth. Understanding this impact will also help to improve camp.

For this research study, we ask that your child complete the Values in Action Youth Inventory (VIA-Youth) at the beginning and end of the camp week. This survey is a tool that measures character. It was developed by Dr. Nansook Park of the VIA Institute on Character and has been taken by thousands of young people. Your daughter will complete the survey on the camp bus, so it won't interfere with her program time at camp.

No names or personal identifying information go on the survey. The individual survey forms are private. The completed surveys will be stored in a secure location. Results of the survey will be presented in group form, which also protects your child's privacy. Your child's participation is voluntary. If your child chooses not to participate, that is ok, although I hope that she finds participating in the research enjoyable and that she learns something good about herself through the experience.

If you and your child do decide to complete the survey, I hope that you will also agree to allow me to talk with your child for about 10-20 minutes while at camp about her camp experience. This interview will take place in a public location in full view of other campers and staff, but out of hearing range. The interviews will be recorded on a digital voice recorder and noted in a research journal. All interviews will be kept confidential, your child's name will not be associated with what she says when the research results are summarized. If your child does not want to participate in an interview, that is fine too. Even if she is in the middle of the interview and wants to stop, she can. In no way will it affect her camp experience.

Veronica Ripp and this study are being supervised by Dr. Anderson Young, a professor in the Recreation, Parks and Leisure Studies Department at SUNY Cortland. If you have any questions concerning this survey, he may be reached at (607) 753-4951. The study has been approved by the Institutional Review Board at SUNY Cortland. Should any questions arise about the rights of your child regarding participation in the study, or any questions or concerns about research in general, please contact Amy Henderson-Harr, Office of Sponsored Programs, (607) 753-2511, 402 Miller Building at SUNY Cortland.

To allow your daughter to participate in the survey and interview, please complete the enclosed permission form and bring it to the bus stop on the first day of camp.

Thank you.

We look forward to having your child at camp this summer!

Sincerely,

Veronica Ripp  
Camp Director  
Camp Hoover, Girl Scouts of NYPenn Pathways

*P.O. Box 2000 Cortland, New York 13045-0900*

*Phone: (607) 753-4951; Fax: (607) 753-5982*

*E-mail: [anderson.young@cortland.edu](mailto:anderson.young@cortland.edu)*

*Accredited by the National Recreation and Park Association Council on Accreditation*

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*Department of Recreation, Parks and Leisure Studies*

Graduate Student, Recreation, Parks and Leisure Studies Department

## **Character Development and Organized Camp**

### **Permission to Participate Form**

*[Please print daughter's name in space provided below]*

\_\_\_\_\_ has my permission to participate in the study on character development and organized camp. She may complete the written VIA-Youth survey at the beginning and end of the camp week. She may be interviewed as well. In giving my permission, I also understand and expect that she is free to decide whether she wants to participate and that she can decline to participate at any time and without any consequences.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Signature

Mother      Father      Guardian  
Relationship to camper (please circle)

\_\_\_\_\_  
Date






# Appendix C: Parental Consent Form

# Values in Action Inventory for Youth






Knowing what happens to campers at camp will help us make camp better for future campers. This survey will help us learn about you and what you experienced at camp. It is very important for you to be honest, but there are no right or wrong answers. This survey will be kept private. No one will know what you said personally. If you do not want to fill this out, that is just fine. You can wait quietly while the other campers fill out the survey.

**Mark the smiley face for each question that best fits what you think about yourself.**






1 I love art, music, dance, or theater.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






2 I stick up for other kids who are being treated unfairly.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






3 I like to think of different ways to solve problems.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






4 I don't have many questions about things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






5 In a group, I give easier tasks to the people I like.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






6 I can still be friends with people who were mean to me, if they apologize.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






7 I complain more often than I feel grateful about my life.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






8 I always keep my word.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






9 No matter what I do, things will not work out for me.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






12 I make good judgments even in difficult situations.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






13 When my friends are upset, I listen to them and comfort them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






14 When people in my group do not agree, I can't get them to work together.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






15 I always feel that I am loved.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






16 I am excited when I learn something new.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






17 I think that I am always right.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






18 I am very careful at whatever I do.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






19 If I have money, I usually spend it all at once without planning.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






20 In most social situations, I talk and behave the right way.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






21 I often feel that someone "up there" in heaven watches over me.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






22 If my team does not choose my idea, I don't want to work with the team.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






23 I usually know what really matters.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






24 I am very enthusiastic.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






25 When I see beautiful scenery, I stop and enjoy it for a while.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






26 I don't stand up for myself or others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






27 It is difficult for me to come up with new ideas.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






28 I am interested in all kinds of things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






29 Even when my team is losing, I play fair.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






30 Even if someone hurts me, I forgive them if they apologize.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






31 I can find many things to be thankful for in my life.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






32 I lie to get myself out of trouble.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






33 I think good things are going to happen to me.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






34 I rarely joke with others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






35 If a task is hard, I give up easily.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






36 When I make a decision, I consider the good and the bad in each option.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






37 When I hear about people who are sick or poor, I worry about them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






38 I'm not good at taking charge of a group.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






39 I love my family members no matter what they do.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------

40 I learn things only when someone makes me.






Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------

41 Even when I am really good at something, I don't show off about it.






Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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42 I often do things without thinking.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






43 I get things done that need to get done, even when I don't feel like doing them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






44 I always know what to say to make people feel good.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






45 I don't believe in God or a higher power.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






46 I work really well with a group.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






47 People often say that I give good advice.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






48 I always feel tired.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






49 I get bored when I look at art or watch a play.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






50 I have the courage to do the right thing even when it is not popular.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






51 I like to create new or different things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






52 I am curious about how things work.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






53 When I work in a group, I give an equal chance to everybody.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






54 I easily forgive people.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






55 When someone helps me or is nice to me, I always let them know I am grateful.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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56 I tell the truth, even if it gets me in trouble.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






57 I give up hope when things do not go well.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






58 I am good at making people laugh.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






59 Whenever I do something, I put all my effort into it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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60 If I like one option, I don't think about other possibilities.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






61 I am very concerned about others when they have problems.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






62 I am good at organizing group activities and making them happen.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






63 I don't have someone to talk when I need to.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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64 When there is a chance to learn new things I actively participate.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






65 If I have done something good, I tell everyone about it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






66 I avoid people or situations that might get me into trouble.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






67 If I want something, I can't wait.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






68 I know what to do to avoid trouble with others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






69 I believe that someone in heaven will guide me to do right thing.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






70 When I work with a group, I am very cooperative.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






71 I am not good at finding solutions to conflicts.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






72 I am always excited about whatever I do.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






73 I often notice pretty things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






74 When I see someone being mean to others, I tell them that is wrong.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






75 I always have lots of creative ideas.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






76 I always want to know more.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






77 I do favors for the people I know, even if it is not fair to others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






78 When people say they are sorry, I give them a second chance.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






79 I am a grateful person.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






80 I often make excuses.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






81 I believe that things will always work out no matter how difficult they seem now.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






82 People say that I am not playful.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






83 I keep trying even after I fail.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






84 I always listen to different opinions before I make up my mind.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






85 I rarely help others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






86 When there is a group project to do, other kids want me to be in charge.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






87 It is difficult for me to make new friends.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






88 When I am reading or learning something new, I often forget how much time passed.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






89 I don't act like I am better than anybody else.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






90 I often make mistakes because I am not careful.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






91 Even when I get really angry, I can control myself.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






92 I am good at getting along with all sorts of people.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






93 When I pray, it makes me feel better.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






94 If it is helpful, I am always willing to do more work for our team.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






95 Before my friends make an important decision, they often ask my opinion.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






96 I always feel full of energy.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






97 Seeing pretty pictures or listening to beautiful music makes me feel better.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






98 When I see someone being picked on, I don't do anything about it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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99 I think that I am very creative.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






100 I am not curious about things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






101 Even when I don't like someone, I treat them fairly.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






102 Even when someone says they are sorry, I stay mad at them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






103 I don't feel grateful that often.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






104 People can always count on me to tell the truth.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






105 I am very positive about the future.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






106 People say that I am humorous.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






107 I don't put things off for tomorrow if I can do them today.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






108 I make decisions only when I have all of the facts.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






109 If I am busy, I don't stop to help others who need it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






110 I am a leader that others trust and look up to.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






111 Even when my family members and I fight, I still love them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






112 I get bored when I read or learn things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






113 I don't feel comfortable getting all the praise just for myself.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






114 Before I do things, I always think about consequences.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






115 Even when I really want to do something right now, I can wait.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






116 I often make other people upset without meaning to.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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117 I believe that all things happen for a reason.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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118 I listen to others in our group when we make decisions.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






119 People say that I am very wise.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






120 I am always very active.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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121 I really appreciate beautiful things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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122 I speak up for what is right, even when I am afraid.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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123 I often come up with different ways of doing things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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124 I ask questions all the time.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






125 Even if someone is not nice to me, I still treat them fairly.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






126 Even if people have hurt me, I don't want to see them suffer.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






127 When good things happen to me, I think about the people who helped me.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






128 I lie to get what I want.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






129 I will achieve my goals.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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130 I often make jokes to get others out of a bad mood.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






131 People can count on me to get things done.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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132 Before I make a final decision, I think about all the possibilities.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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133 I am always kind to other people.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






134 When I play with other kids, they want me to be the leader.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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135 It is hard for me to get close to people.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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136 I love to learn new things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






137 Even if I am good at something, I give other kids a chance at it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






138 I usually don't make the same mistake two times in a row.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






139 I can wait for my turn without getting frustrated.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






140 I usually understand how I feel and why.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






141 I have a faith.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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142 If I don't agree with the group decision, I don't go along with it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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143 I often come up with solutions to problems that make everybody happy.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






144 I am not often that excited about things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






145 When I see art or listen to music, I often forget how much time passed.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






146 I do what is right even if others tease me for it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






147 I always like to do things in different ways.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






148 I always have many questions about many things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






149 I treat everyone's opinion as equally important.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






150 When someone does something mean to me, I try to get even with them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






151 I often feel grateful for my parents and family.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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152 If I make a mistake, I always admit it even if it is embarrassing.






Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------

153 I am always hopeful no matter how bad things look.






Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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154 I am good at bringing smiles to people.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






155 I am a hard worker.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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156 I always keep an open mind.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






157 When I see people who need help, I do as much as I can.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






158 When I am in charge, I am good at making my group follow what I ask them to do.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






159 I share my feelings with my friends or family.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






160 I love to learn how to do different things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






161 I don't brag about my accomplishments.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






162 I don't do things that I might later regret.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






163 Even if I want to say something, I can keep it to myself.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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164 I am good at knowing what people want without asking.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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165 I don't pray, even when I am by myself.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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166 Even if I do not agree, I respect the opinion of others in my team.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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167 I often make poor choices.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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168 I think that life is exciting.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






169 I don't enjoy going to see art exhibits or performances.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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170 I stand up to kids who are acting mean or unfair.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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171 I do not enjoy creating new things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






172 I am always curious about people, places, or things I am not familiar with.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






173 If I like someone in a group, I let them get away with things.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






174 I often feel lucky to have what I have in my life.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






175 Once I make a commitment, I keep it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






176 I am confident that I can overcome difficulties.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






177 I like to tell jokes or funny stories.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






178 When I have responsibilities at school or home, I don't always do them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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179 I usually don't think about different possibilities when I make decisions.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






180 I don't help others if they don't ask.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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181 I am good at encouraging people in my group to complete our work.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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182 I often tell my friends and family members that I love them.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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183 When I want to learn something, I try to find out everything about it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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184 Rather than just talking about myself, I prefer to let other kids talk about themselves.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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185 I often do things that I shouldn't be doing.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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186 I am very patient.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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187 I often get in arguments with others.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-----------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	--------------------	-------------------------------------------------------------------------------------






188 I feel that my life has a purpose.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------------	------------------	--------------------------------------------------------------------------------------	--------------------	--------------------------------------------------------------------------------------






189 I am very loyal to my group no matter what.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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190 I am good at helping my friends make up after they have an argument.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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191 I am always cheerful.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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192 Even if they are my friends, I ask everybody to follow the same rules.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
-------------------	-------------------------------------------------------------------------------------	----------------	-------------------------------------------------------------------------------------	------------------	-------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------	--------------------	---------------------------------------------------------------------------------------






193 I am good at making a boring situation fun.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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194 Once I make an exercise or study plan, I stick to it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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195 I often do nice things for others without being asked.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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196 When I have a problem, I have someone who will be there for me.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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197 Even when I have done something nice for others, I don't always tell people about it.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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198 I often lose my temper.

Very Much Like Me		Mostly Like Me		Somewhat Like Me		A Little Like Me		Not Like Me At All	
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# Appendix D: VIA-Youth Survey Instrument

# Appendix E: Sample Camp Schedule





# Appendix F: Survey Administration Script

**Pre-Camp Survey Script** (to be read during implementation of survey)

Many different types of camps are available for young people to attend every year. These camps are fun, and they sometimes help campers to change by learning things about themselves. We would like you to take a survey about character. This will help us learn about your time at camp and help us to learn what happens for you at camp. So we want to ask you some questions about yourself. You may have taken this survey before when you were at home before camp started. Knowing what you are thinking or how you are feeling now will help us make camp better for future campers.

In a moment we're going to ask you to fill out a survey, which is really a bunch of questions about yourself, and you will circle the answer that best fits. Some of the questions may make you think. But lots of kids before you have completed this survey, and it's worked out fine.

There are no right or wrong answers. And, since you won't put your name on the survey, no one will know that it's you and that these are your answers. When we do these surveys, we look at the answers from everyone grouped together, not yours separately. Still, if you don't want to do this, you don't have to. You can stop participating at anytime. No one will be mad at you or anything like that. You still get to do everything left to do at Camp Hoover and come back next year, if you would like to, whether you do this survey or not.

If you have any questions, you can ask them now, and I will also give you my phone number in case you have any questions later. Your parents have been told about the survey, and they have the same numbers, too.

Ok, let's look at the survey. The instructions say to "Please carefully read each question and then circle the answer that best fits." Look at the example. See if it makes sense. What questions do you have for me before we get started?

[Pause and answer any questions.]

End of Pretest Script

# Appendix G: Interview Script Template

### Camper Interview Script

(to be read at the beginning of each camper interview)

Many different types of camps are available for young people to attend every year. These camps are fun, and they sometimes help campers to change by learning things about themselves. I would like to ask you some questions about your time at camp to learn what happens for you at camp. Knowing what happens to campers at camp will help us make camp better for future campers. Talking with me here is completely private. I am not acting as the camp director right now. I am just talking with you because I want to learn more about how you experience camp. If you do not want to talk with me that is just fine. You can go back with your group and play. No problem. That would be completely ok.

I am going to ask you some questions about your experience at camp. It is very important for you to be honest with me, there are no right or wrong answers. Everything that you tell me will be kept private or confidential. This means that, while I may tell other people what you told me, I will never tell them that it was you who told me that. I will tell them that a camper at a Girl Scout camp told me that.

We will talk for about twenty minutes. After we talk, I will give you a piece of paper to share with your parents. Your parent's have already been told about this research, but sometimes talking about your personal experiences can make you think and it is important that your parent's know that we had this conversation.

If you don't want to do this, you don't have to. You can stop talking with me at any time and go back and join your group. No one will be mad at you or anything like that. If you have any questions, you can ask me now or at any time while we are talking.

Do you understand what I've said? [record reply; if non verbal say, "you nodded yes, so let's get started, ok?" [record reply]

[If camper says "no," then respond with "That's fine, [name]. Go ahead and rejoin your group."]

Sample or typical interview questions (not all will be used):

Tell me about your favorite experience at camp so far this week.

What about your least favorite experience.

What new things have you learned at camp?

What hard things have you had to do at camp? What made it hard, and what helped you to overcome the challenge?

Does camp make you a better person or a worse person? How so?

How are the other campers here nice or mean to each other?

How are the counselors fair or unfair?

What do you think is your biggest strength?

What do you think is your biggest weakness?

What have you done lately that you are proud of?  
Have you been sad at camp? When were you sad?  
Has anyone hurt your feelings at camp this week? What happened?  
Do you always follow the rules at camp? Why or why not?  
Do you act differently at camp than you do at home or school? How so? What makes camp different than home, than school?  
Have you ever stood up for yourself or someone else when they were being treated badly? Have you done so at camp? What happened?  
Do you feel different at camp than you feel at home or at school? How so?  
Is camp a special place for you? What makes it special?  
Are you a better or worse person at camp than you are at home or at school? How so?  
Are you more or less brave at camp than at home or school? How so?  
Are you more or less patient at camp than at home or school? How so?  
Are you more or less caring for other people at camp than at home or school? How so?  
Are you more or less interested in the activities at camp than at home or school? How so?  
Are you more or less aware of other people's needs at camp than at home or school? How so?  
Are you more or less honest at camp than at home or school? How so?  
Do you feel more or less like yourself at camp or at home or at school? How so?  
How are the camp counselors different or similar to your teachers at school?  
How are the camp counselors different or similar to your parents?

Thank you for sharing with me about yourself and about what you have experienced and learned at camp. What you have told me will help us learn about camp and make it better.

End of Camper Interview Script

# Appendix H: Complete Camper Interview Transcript

July 20, 2011 12:17pm

RESEARCHER: This is a recorder. So I am doing some research about camp. I want to learn more about what happens at camp and what campers think about what happens at camp.

CAMPER: Okay.

RESEARCHER: So, I am just going to ask you some questions. It's going to take about twenty minutes.

CAMPER: Okay.

RESEARCHER: If you want to stop at any time, that's fine. If you don't want to answer any question, you don't have to answer anything I ask you.

CAMPER: Okay.

RESEARCHER: But everything I say will be kept private between us. I won't use your name. I'll say, if I quote you, I'll say that it was a camper at Girl Scout camp who said it. So it's really important that you be really honest with me. Anything you say is just between us. I'm not going to think badly or good of you no matter what you say. Okay?

CAMPER: Okay.

RESEARCHER: Okay. Can you tell me about your favorite experience at camp so far this week.

CAMPER: My favorite experience at camp is seeing all my friends from my first year here, my past years that i've been here.

RESEARCHER: Is this your first year—it's obviously not your first year. How many years have you been going to camp?

CAMPER: I think 5

RESEARCHER: 5? At Camp Hoover every year?

CAMPER: Yes

RESEARCHER: That's awesome. What about your least favorite experience?

CAMPER: Seeing kids get in trouble, because I don't like them getting in trouble

RESEARCHER: Can you tell me about a time that has happened?

CAMPER: I don't really remember one.

RESEARCHER: Yeah?

CAMPER: Yeah.

RESEARCHER: So maybe give me an example something similar to one, if you can't remember a specific one. What happens when someone gets in trouble at camp?

CAMPER: I think they get some time away from somebody or something, or we just have to ignore them.

RESEARCHER: Okay. What are some new things have you learned at camp?

CAMPER: That we always have to drink lots and lots of water. They never told us that the past few years.

RESEARCHER: What are some hard things you've had to do at camp? It doesn't have to be this year. It can be other years too.

CAMPER: It was today, we had to whack the frozen shirts and get and blow a bubble and wear the shirt. RESEARCHER: Yeah? How did you do?

CAMPER: I was the last one.

RESEARCHER: Did you finish it, though?

CAMPER: Yeah I finished it.

RESEARCHER: What was hard about it?



CAMPER: It was hard to like...Mine was solid rock, so it was hard to whack it a little bit, and I was afraid to whack other people.

RESEARCHER: What helped you accomplish that task? What helped you make that happen?

CAMPER: The counselor said we could, with the spigot, we could put water on it to let it get soggy and stuff

RESEARCHER: How did you feel when you were done?

CAMPER: I felt like I found my goal, I like I felt good.

RESEARCHER: Do you think the other campers here nice or mean to each other or a mixture of both?

CAMPER: A mixture of both probably

RESEARCHER: Tell me more about that, when are they nice and when are they not nice?

CAMPER: Whenever they're frustrated they might not be so nice, but when they're not as stressed and they have tons of fun, I don't think they're unkind

RESEARCHER: What do counselors do when the campers are nice and when they are not nice?

CAMPER: The counselors just say calm down, we don't want you to have a bad time at camp, and when we are nice, when we're playing a game, they just cheer us on

RESEARCHER: Do you think the counselors fair or unfair?

CAMPER: They are fair.

RESEARCHER: How are they fair?

CAMPER: Um, they help us with things that are hard and they help us feel better if we get homesick during the overnights

RESEARCHER: Okay. Can you tell me what you think your biggest strength is? The quality about yourself that is the best quality.

CAMPER: I think my best quality is education

RESEARCHER: What does that mean?

CAMPER: Well, we made clouds today, and I said what clouds are, I said the exact thing

RESEARCHER: Cool. So you are pretty smart?

CAMPER: Yeah

RESEARCHER: What do you think is your biggest weakness? The worst quality about you. CAMPER: I'm not really good at doing defense on a game

RESEARCHER: Okay so like when you are doing a sport game

CAMPER: Yes, like soccer

RESEARCHER: What about when you are working with other girls. Are you good with working with other girls?

CAMPER: Mostly.

RESEARCHER: Mostly? Does camp help you with working with other girls or does it make it harder?

CAMPER: It makes me work on it and it goes better if I am working with people that understand.

RESEARCHER: Have you ever been sad at camp?

CAMPER: Yeah, one time when I was on overnight and I was feeling homesick?

RESEARCHER: Yeah? What was that like?

CAMPER: I really missed my mom and dad and I felt like I had butterflies in my stomach RESEARCHER: And did you feel better?

CAMPER: Yeah.

RESEARCHER: What made you feel better?

CAMPER: It made me feel better that one of the other counselors helped me through it like helped me feel a little less homesick.

RESEARCHER: Cool. Um, have you done something this week that you are proud of?

CAMPER: Yes, I went to green cap; I challenged myself at swimming.

RESEARCHER: Oh yeah?

CAMPER: Yeah, and I passed it.

RESEARCHER: Cool. Was that your first time being a green cap?

CAMPER: No, but I was struggling a tiny bit but I didn't need the lifeguard's help.

RESEARCHER: Awesome. Congratulations. How about has anyone hurt your feelings this week?

CAMPER: I don't think so, not really

RESEARCHER: Okay. Do you think that you act differently at camp than you do at home or school?

CAMPER: Yes.

RESEARCHER: How so?

CAMPER: Yeah, I feel like I don't have to wear a uniform, because I have to wear a uniform at school, here we can wear whatever we want, as long as it is appropriate for the weather. RESEARCHER: Okay. So that's how you look that's different, how about how you act that's different or how you feel?

CAMPER: Well we do more active things, we swim, 'cause I don't have a swimming pool at my school.

RESEARCHER: Okay. Do you feel more like yourself at camp than you do at home or at school, or less like yourself?

CAMPER: A little bit in the middle

RESEARCHER: You feel about the same everywhere?

CAMPER: Yeah.

RESEARCHER: Um, do you always follow the rules at camp?

CAMPER: Usually, yeah

RESEARCHER: What about when you don't?

CAMPER: Maybe I just tell myself to calm down and stop.

RESEARCHER: Can you tell me what rules you don't follow sometimes?

CAMPER: One time I didn't follow the rule to bring a buddy to the bathroom.

RESEARCHER: What happened?

CAMPER: I don't remember really, it was a long time ago

RESEARCHER: Do you remember did you go there and back all by yourself, did somebody notice?

CAMPER: Somebody noticed.

RESEARCHER: On your way there?

CAMPER: Yeah.

RESEARCHER: Have you ever stood up for somebody at camp?

CAMPER: Probably, but it might have been a long time ago

RESEARCHER: Yeah. Okay. Is camp special for you?

CAMPER: Yes it's very special for me.

RESEARCHER: What makes it special?

CAMPER: That I have been here so long, and I like the counselors a lot, and I don't really want anything sad to happen to this camp because it's a good camp, and there's pretty much only girls here

RESEARCHER: So you like the counselors and you like that it's only girls?

CAMPER: Yeah, sometimes I like to hang out with my friends that are boys and sometimes that are girls.

RESEARCHER: Tell me more about the counselors

CAMPER: They are a little more active than at my other camp. We got to do tons of more things at my camp well at this camp, and there is a lot more fun. They have it all planned in our unit time, and at my other camp they did not

RESEARCHER: So they plan well and they do lots of stuff. Okay I am gonna ask you pretty much the same question but with a different adjective for each one. Okay. Are you more or less brave at camp than at home or school?

CAMPER: I think I am more brave at camp.

RESEARCHER: How so?

CAMPER: Well if I am scared to go in the biffy, I push myself to go in there and it is just the dark.

RESEARCHER: Cool. Um, are you more or less patient at camp than at home or school?

CAMPER: I think I am more patient [here at camp], because I am more patient around people that I don't really know because I don't want them to think that I am a bad person

RESEARCHER: So you are patient here kind of the same way you are patient at the beginning of the school year because it's new people?

CAMPER: Yes

RESEARCHER: That makes sense. Are you more or less caring for other people at camp than at home or school?

CAMPER: I think am more caring [at camp] because I don't know them but I want to get to know them and I don't want anything to happen to them or their families—

RESEARCHER: Why?

CAMPER:—because that would be sad to them and if they are sad that makes me sad.

RESEARCHER: Okay. Um, are you more or less interested in the activities you are doing at camp than at home or school? How so?

CAMPER: I think I'm more interested [at camp] because I don't really do much at home or school

RESEARCHER: Okay. Are you more or less aware of other people and what they need at camp or at home or school?

CAMPER: I think I am less aware [at camp] because some of these girls I know, but I know most of them

RESEARCHER: Are you more or less honest at camp than at home or school?

CAMPER: I think I am more honest [at camp] because I can be more free than at my house or at school

RESEARCHER: What do you mean you can be more free? Can you explain that to me.

CAMPER: Well I can be myself, and that's pretty much it.

RESEARCHER: What about camp makes it so you can be yourself and you can't be like that other places?

CAMPER: Well, there are only like a few rules.

RESEARCHER: A few rules?

CAMPER: Yeah, Like there's, I can run on the grass, and at school I really can't.

RESEARCHER: Okay.

CAMPER: Why else? Why else can you be yourself.

RESEARCHER: Because um, even though we have to take a buddy, I can ask them to hold the other door open if someone is not in there.

RESEARCHER: I don't understand, what do you mean?

CAMPER: If no one else is in the other biffy, and I really need to use the biffy, I can ask them to open the other door if I am scared of the dark

RESEARCHER: Oh, and it lights up more?

CAMPER: Yeah

RESEARCHER: I am curious what you mean by free, can you tell me about that more?

CAMPER: Um, no. I don't feel like I am stuck in straightjacket, I just feel like i'm... like I'm am at a sleepover

RESEARCHER: You feel like you're at a sleepover?

CAMPER: Yeah

RESEARCHER: Okay, let's see what else. We talked about the camp counselors. Can you compare the camp counselors to your parents or your teachers or anything like that?

Are they similar or different to those people?

CAMPER: I think they are different because they can be like my friend, and I don't have to call them like mom or dad or something I can just call them their name.

RESEARCHER: Okay. How about when they are trying to get you to do something you don't want to do?

CAMPER: I just do it because they are in charge of me and responsible of me.

RESEARCHER: Is there anything else you want to tell me about camp, something you like something you don't like, something you think people should know about camp?

CAMPER: I think they should know that everyone has feelings here, so they should be respectful of others, they should love others and what I don't like about it is that there isn't horse camp anymore, because I really wanted to go to that, and I know a person that went to horse camp because she is at my other camp; And what I do like about camp is that there's a lot of counselors I know and that I don't know and who I want to get to know

RESEARCHER: Awesome. Okay. Do you have anything else you want to tell me?

CAMPER: That's it

RESEARCHER: Awesome. Is that your unit over there?

CAMPER: Yeah.

RESEARCHER: Okay, you can go back with them. Thanks for sharing with me.

CAMPER: Thank you.



# Appendix I: Sample Portion of a Staff Interview Transcript

*The following is a portion of a staff interview. The full interview is not shown for brevity (total time recorded was 34 minutes) and because much of the interview was interspersed with unrelated conversations. All names have been replaced with pseudonyms.*

July 28, 2011 2:49pm

INDIGO: Some girls just come here and they don't know anyone and they don't have any friends that have ever been here and they just, make friends.

TENNESSEE: And it's nice they grow through experiences and they are with adults that they're not normally with, telling them how to act and how to feel and what to do. It's all innocent and it's all them.

SUMMER: What do you mean? I didn't follow that whole—

TENNESSEE: Well, when they're with their regular adult Girl Scout leader that they know so well, they're conditioned to behave a certain way and think certain things.

SUMMER: Yes!

TENNESSEE: ...think a certain way, and here they get to come here and be themselves and you get to be a part of that and you get to see it.

RESEARCHER: I really hope the recorder can hear you from down here, haha!

TENNESSEE: That's a mom's perspective.

RESEARCHER: What about the kids who come back every year? Are they conditioned [to camp behavior] because they come back every year?

TENNESSEE: Umm, when they come back every year, they tend to become leaders and the other kids kind of follow along after them. They teach other kids things.

RESEARCHER: What about, do they, do returners ever go bad? A returner "gone wrong"

TENNESSEE: Returner gone wrong.

SUMMER: I saw that last year, but not this year.

TENNESSEE: I've never witnessed a returner gone wrong.

RESEARCHER: Like...

TENNESSEE: You should talk to Dakota. She's probably been through probably 50 weeks of day camp before she became a counselor.

RESEARCHER: That's crazy.

TENNESSEE: Well maybe not 50, but probably at least 35 though because I've probably worked here at least 6 or 7 years and sometimes...

RESEARCHER: And she went every week?

TENNESSEE: ... camp would be 6 weeks long.

SUMMER: Did she have an issue like Katie does, like wanting to be close to you?

TENNESSEE: No, no. She never wanted to be with her sister, haha.

RESEARCHER: Are there particular aspects of character that you think camp grows in girls? At least three separate voices: Independence.

RESEARCHER: Independence?

SUMMER: Self confidence, like when the girls came back and said, we made a tent, we pitched a tent, we had to start a fire.

RESEARCHER: So doing new activities builds these strengths?

SUMMER: I think doing things that are not necessarily typical for your age group, I mean you wouldn't go at eight years old and go and pitch a tent.

TENNESSEE: And they are going to go and bring that back and teach it to the girls they're in troops with too.

[unrelated conversation for about 45 seconds]

RESEARCHER: Does camp ever...What about kids that are negatively affected by camp? Are there kids who are negatively affected by camp and how?

SUMMER: By other kids' behaviors.

RESEARCHER:...by other kids behaviors...

SUMMER: Well yeah for instance, last week.

INDIGO: But also, though they saw negative behavior, they were also very sweet and caring.

SUMMER: They tried to turn it into a positive.

INDIGO: They tried to turn it into a positive without even being encouraged, repeatedly, not just one time. They were still trying to help out another person.