

Girls Rock! Indianapolis 2017 Summer Camp Volunteer Handbook



SESSION 1

Camp: July 10-14, 2017 8am-4:30pm
Showcase: July 15, 2017 4:00pm

SESSION 2

Camp: July 17-21, 2017 8am-4:30pm
Showcase : July 22, 2017 4:00pm

CAMP ADDRESS

IUPUI - ICTC Building
535 W. Michigan Street
Indianapolis, IN 46202

SHOWCASE ADDRESS

IUPUI - Campus Center
420 University Blvd, Rms 450 A/B
Indianapolis, IN 46202

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HELLO INDIANAPOLIS!

Welcome to the Girls Rock! Indianapolis Summer Camp! Thank you for devoting your time and energy to further the Rock n' Roll Camp for Girls movement. *Movement?* You'd better believe it! Camps are taking place all over the world: Portland, New York, Washington D.C., Chicago, Atlanta, Tennessee, North Carolina, London, Canada, Sweden, the Bay Area, Denver, Las Vegas, and INDIANAPOLIS!! We have such an amazing group of volunteers and supporters who have helped make this Summer Camp possible. Remember: YOU are the foundation of this organization! Thank you!!

While the obvious focus is on the girls, an equally important part of our mission is to bring all of our volunteers together for the chance to create a community with other talented, encouraging and remarkable women who are committed to mentoring and modeling positive choices for the next generation of girls. Our goal is that you will leave the Girls Rock! Indianapolis with new friendships and an enhanced sense of community. Please use each other as resources. Each volunteer's expertise and input is valuable, and you each have something unique to offer.

Don't be afraid to ask questions about anything you are unsure of or anything you'd like to add to your skill set. In turn, if you are more experienced than someone you are working with, please be willing to guide her patiently if she needs help or just wants to learn more. We are all here to learn from each other. Plus, when the Campers see you modeling that it's OK to ask questions and that it's cool to learn from each other, they'll be more likely to emulate the same behavior.

In this handbook, you will find guidelines and rules, as well as resources you can use during your time volunteering with us. All volunteers must comply with the following procedures to maintain a safer space for girls and women to empower each other and continue to rock out!

As always, you rock and we love you for what you do.

Sincerely,

The Girls Rock! Indianapolis Board of Directors

JOB DESCRIPTIONS

Summer Camp Staff

The year-round volunteers organize almost every aspect of summer camp. They are responsible for camper and volunteer coordination, site preparation, training, booking lunch time bands, parent liaison, registration, Showcase preparation, outreach, food, donations, gear up-keep, scheduling, legal issues, merch, lanyards, t-shirts and more.

Put these numbers in your phone:

Camp Director: Michelle Marti (212) 243-6409

Assistant Camp Director: Cathy Hurt (317) 701-2979

Summer Camp Volunteers

BAND COACH (AKA Producer)

- Volunteer must identify as female
- Volunteer will be musically mentoring a small group of girls as they write and perform a song in a live band situation of drums, guitar, bass, keyboard, and vocals.
- You will help the girls throughout the week as they learn how to play as a group, and write a song based on what the campers are learning in their instrument instruction classes
- You will help the band structure the song, write lyrics and song parts, and practice

Hours:

Continuity is important. Coaches should be available at these times for a full week.

- Monday 1:15 – 4:15 p.m.
- Tuesday to Thursday 12:30 – 3:30 p.m.
- Friday 8:30 a.m. – 4:30 p.m.
- Saturday 12:00 – 5:00 p.m. (showcase)
- (band coaches can also be instrument instructors if available in mornings)

Skills Required:

Musical knowledge of either bass, drums, guitar, keyboards or vocals
Understanding of songwriting and the roles of instruments within a rock band
Preferred experience of playing in a rock band
Ability to work with children and teens

BAND COUNSELOR (AKA Band Manager)

- Volunteer must identify as female
- Volunteer will be providing counseling and support to a small group of girls as they write and perform a song in a live band situation of drums, guitar, bass, keyboard, and vocals.
- You can help guide the campers and provide a listening ear to keep them grounded as they move through the stressful experience of preparing for their performance.

Hours:

Continuity is important. Counselors should be available at these times for a full week.

- Monday 1:15 – 4:15 p.m.
- Tuesday to Thursday 12:30 – 3:30 p.m.
- Friday 8:30 a.m. – 4:30 p.m.
- Saturday 12:00 – 5:00 p.m. (showcase)

Skills Required:

Listening and problem solving

Rapport with, and understanding of children and teens (a background in counseling, social work, or teaching is a plus)

Appreciation of music

INSTRUMENT INSTRUCTOR (AKA Maestro)

- Volunteer must identify as female
- Teach girls at various levels of ability to play (or improve on) their chosen instrument
- Girls will be taught in groups of 4 or 5
- 2 instructors will be assigned to each instrument, you will not be alone
- No prior teaching experience required. Manual and training available.

Hours:

- Monday 8:00 a.m. – 12:15 p.m.
- Tuesday to Thursday 8:00 a.m. – 11:30 a.m.
- (instrument instructors can also serve as band coach or counselor)

Skills Required:

Sufficient mastery of one of these 5 instruments to be able to teach it to children and teens:

Guitar, Bass, Keyboards, Drums, Vocal coach.

Ability to work with children

CAMP GREETER/ WORKSHOP ASSISTANT (AKA Morning Crew)

- Volunteer must identify as female
- Get the camp day off to a flying start, greet campers as they are dropped off, check them in, give them their passes, and direct them to their first activity of the day.
- Supervise campers during morning assembly.
- Assist with morning workshops and supervise recess or lead games

Hours:

- Hours and days are flexible within this range:
- Monday to Friday - 7:30 – 11:30 a.m.
- Saturday - 12:00 – 2:00 p.m. (showcase)

Skills Required:

Cheerful demeanor

Responsible

Good with kids

LUNCH ROOM SUPERVISOR (AKA Lunch Crew)

- Volunteer must identify as female
- Supervise campers during lunch
- Talk with campers who are shy or new
- Supervise campers during musical lunch performance

Hours:

Days are flexible within this range:

- Monday 12:00 – 1:30 p.m.
- Tuesday – Friday 11:15 a.m. – 12:45 p.m.

- (lunch crew can also be part of the morning crew)

Skills Required:

Cheerful demeanor
Responsible
Good with kids

WORKSHOP ASSISTANT/CAMPER CHECK OUT (AKA Late Crew)

- Volunteer must identify as female
- Assist with afternoon workshops and assembly
- Supervise campers as they are picked up
- Escort campers to cars
- Close down the camp facility

Hours:

- Days are flexible within this range:
- Monday to Friday 3:30 – 5:30 p.m.

Skills Required:

Cheerful demeanor
Responsible
Good with kids

CATERING CREW

- Volunteer must identify as female
- The catering crew is responsible for keeping a large contingent of volunteers and a handful of campers fed and happy throughout a hectic camp week.
- **No** cooking will be required.
- Volunteer responsibilities may include snack and lunch preparation, making coffee, kitchen area set-up, clean-up, and supply inventory.
- May involve some errands: picking up food donations, doing supply runs, etc.
- Limited interaction with campers

Hours:

Hours and days are flexible within this range:

- Monday to Friday 7:30 a.m. – 5:00 p.m.
- Saturday 12:30 p.m. – 4:30 p.m.

Skills Required:

Desire to support women by helping to keep them nourished, and be involved in a fun camp that mentors girls through music

WORKSHOP LEADER (AKA Guru)

- Volunteer must identify as female
- Lead a workshop for elementary and/or teenage girls.
- Workshop proposals should be submitted to the programming committee. Committee will provide a proposal guideline

Hours:

- One period of between 1 and 3 hours each week

- Tuesday to Thursday slots are 8:30 – 11:30 or 12:30 – 3:30
- Monday slots are 10:15 – 12:15 or 1:15 – 4:15
- Fridays slot is 8:30 – 11:30

Skills Required:

Expertise in a particular area related to girls and music (eg. empowerment of girls, social justice, teenager topics, female wellness and wellbeing, music related topics and activities). Applicant must have a vision for a presentation suitable for our demographic, and submit an application to our programming team

NURSE (AKA Medic)

- Volunteer must identify as female
- On call nurse available for advice, minor treatment, and medical emergencies

Hours:

Hours and days are flexible within this range:

- Mon – Fri 8:00 – 4:30
- (nurse may have another role within camp)

Skills Required:

Medical training

Background checks

Girls Rock and IUPUI procedures require a criminal background check for camp volunteers. IUPUI coordinates the background checks. You will be asked to provide private information for this process. We will respect your information and keep it secure.

Canceling shift or late arrival

It is very important you arrive early and ready to work your entire shift as outlined. Consistent late arrivals and absences are unacceptable as they disrupt the entire summer camp program, your camper's routine, and are disrespectful to your fellow volunteers and staff members.

We understand sickness and emergencies may keep you from fulfilling your shift. **In case you are too sick to work, have an emergency, anticipate being late, having to leave early, or otherwise absolutely cannot come in, please contact the Camp Director as soon as possible.** If you are an instructor, please also contact at least one of your fellow instructors so they know in advance you are unable to teach. We will find a substitute for you.

Your presence at Camp is important to everyone here and we appreciate your efforts in making it to camp on time and volunteering for your entire shift! Consistent late arrivals or no shows may be grounds for early termination of your volunteer agreement and will affect your ability to volunteer with us in the future.

Emergencies

If you feel threatened or there is an emergency, call 9-1-1 immediately.

If the medic is on site, she should be consulted first in case of a medical issue. The camp directors should be consulted if there is no medic on site.

Each camper and volunteer has signed an Assumption of Risk form that permits the Camp to make a decision to call an ambulance if it is deemed necessary.

If you believe it is a true emergency call 9-1-1 immediately.

Harassment

We do not tolerate harassment of any kind. If you witness harassment, step in. If you feel unsafe doing so, find help.

Lunch and Breaks

Monday through Friday, you will be provided with bagels, fruit and coffee in the morning and a lunch. We will provide gluten free and vegan choices. If you have other dietary needs, let us know.

Mandated Reporter

We are a mandated reporter. If a camper tells you she is being abused, if you overhear a camper talking about being abused or if you have suspicions of an abusive situation you must bring it to the attention of the camp directors.

Press

If you are contacted by the press, please refer them to the camp directors. Girls Rock Indianapolis has a press plan and we will leave interactions with the press to the experts!

Social Networking Sites

Social Media can be a powerful and empowering networking tool; it can also reveal far too much personal information and/or have a negative influence if not considered carefully.

- Summer Camp Volunteers must present themselves appropriately on their social networking pages, if they wish to keep their pages public (available for anyone to see) and/or if they wish to accept friend requests from Campers. Overtly sexual content or content that references substance use/abuse is not acceptable for Rock Campers (and their parents) to see.
- Only Campers should initiate friend requests, message exchanges or chats.
- If a Camper requests your friendship, only accept if your social media activity could be characterized as consistently appropriate for the eyes of a 14-year-old.
- Do not post pictures of campers on your social media pages. Most campers sign a media release, but not all do. We will have a social media point person that you can send photos to, and they will post them if it is appropriate.
- Volunteers will also be asked to sign a media release for Girls Rock.

Smoking / Alcohol / Drugs

Here is information regarding smoking on IUPUI campus: <http://smokefree.iupui.edu/faq.asp#6>

No alcohol or drugs are allowed on the camp site or in your system during Summer Camp. If you exhibit drunken or otherwise under-the-influence behavior, you will be asked to leave and write an essay entitled "*Why I Thought it Was a Grand Idea to Be a Drunken/Drugged Fool at*

Rock Camp" before being considered to volunteer again.

Be aware of your behavior if you encounter a Camper outside of camp at a party or event where there is access to alcohol or other substances. Consider the example you are setting with your alcohol consumption. Do not use illegal substances in the presence of campers. If you see a camper consuming alcohol and you know they are under 21 years of age, notify the host that they are contributing to the delinquency of a minor.

Visitors

All visitors must be approved by the Camp Director or Assistant Camp Director. All camp volunteers and visitors should wear their badge while they are in camp.

We are in a public building, and there are folks who work on "our floor" who are not of the female persuasion. There will be non-camp people around. Casual passers-by are ok, but if someone seems unduly interested (peeking in doors, etc.), ask if you can help them.

Parents and guardians are welcome to accompany their camper(s) into the camp on Monday morning until 9am. After 9am on Monday, parents should wear a visitor tag. Parents are welcome to a tour of the camp at any time during the week- they should arrange this with the camp directors. For most part, Summer Camp is a kid zone only. Parent presence is distracting to the campers and is best kept at a minimum.

BOUNDARIES-R-US!

Here we discuss setting appropriate physical and emotional boundaries. For example, TMI control, favorites and hero worship, appropriate language and gestures, controlled substances and stages of youth development.

This may be the most important section of this manual. Therefore we want to make sure you read and get everything.

Remember at all times that the Campers are the reason we're here. They are at the heart of everything we do. Their well-being is your number one priority, from making sure they know where they're going to helping them feel safe physically and emotionally.

Interactions between Staff and Campers

- ***You are an adult. The Campers are kids.***

It doesn't matter if you are 40 and the Camper is 10 or if you are 18 and the Camper is 16. Legally, you are the adult; legally, the Camper is a kid. Remember this at all times.

- ***We are responsible as a group for setting and maintaining appropriate boundaries. You are responsible as an individual for setting and maintaining appropriate boundaries. Our boundaries are only as strong as the weakest individual's.***

Boundaries are *physical*, relating to touch and personal space, as well as *emotional*, knowing how to have rewarding interactions and relationships with Campers that respects the personal space and safety of both the Camper and staff member. In order to keep the Summer Camp a safer and comfortable space for all staff and Campers, every staff member and volunteer must be conscientious. One person's error in judgment can have serious consequences for all.

- **Boundaries go beyond the walls of Summer Camp.**

As a contracted staff member, you are representative of the Girls Rock! Indianapolis. This is a source of great pride for staff members and for the camp---our staff members are amazing, and all deserve to be proud of their individual contributions to the organization.

It also brings with it some responsibilities. Think about all the ways Campers interact with you outside of camp site: We come into contact with Campers at shows, on social media, on the street, via e-mail... and sometimes we discover them in places we don't expect to, like house parties. Remember, again: *you* are the adult. *You* must be the responsible one. In these contexts and spaces where we interact with Campers, think about what the most responsible behavior, language and presentation is.

- **Parents care. Also, parents sue.**

The people who love the child most are leaving that kid in the care of you, a total stranger- it's a great act of trust and must be taken very seriously.

Setting Appropriate Physical Boundaries (A.k.a. sideways hugs!)

- If you must be in a room alone with one Camper, make sure another volunteer knows the situation and where you are. Keep the door open if possible.
- Never touch any part of a Camper's body that would be covered by a swimsuit, or that falls between the waist and the knees. Appropriate places to touch a Camper include shoulder, arm, and upper back.
- Some Campers are touchy-feely. Younger Campers may want to crawl in your lap or hang on you like a little monkey; older Campers might hug you or sling their arms around you. You don't need to ward them off, but keep this kind of physical contact brief and neutral. No full-body contact. Never initiate hugging or cuddling. And don't kiss them, even maternally.
- No means no. If someone tells you to stop a certain behavior (hugging, for example) you must stop. If you witness this situation and the person does not stop, step in. (For example, you can say "She asked you to stop. You need to respect that.")
- Do not hold hands with Campers who are old enough not to need their hands held.
- Do not flirt with or date the Campers. This can have serious emotional and/or legal consequences, and is so wildly inappropriate it blows our minds. At best you will be dismissed from Camp forever. At worst-well you just think about that.

Setting Appropriate Emotional Boundaries (A.k.a. keeping the personal private)

- **Never initiate a serious "issues" discussion with a Camper. Respond, but do not initiate.** Kids will be naturally curious about your personal life, especially teenagers. They'll ask you about your own personal life and romantic attachments, past and present; they'll ask you about your fellow staff members' personal lives; and they'll gossip madly with each other about it. Their interest is flattering, and when they're sharing so much of their own lives and feelings with you it's tempting to reciprocate by opening up to them as well.

But be careful! Kids are extremely curious about these things, but they are easily overwhelmed by this information. It causes them to experience a feeling of loss of control that is disorienting and sometimes frightening for them. Kids will naturally test boundaries but often find that when they are crossed, it freaks them out.

If you are asked a direct question, a simple, "Well, that's really personal, so I'd rather not talk about my own experiences," will do. You can go on to speak generally or refer her to a book, if it seems appropriate.

- **Things you should never discuss with a camper (no matter how mature she may seem or**

how "helpful" you think it might be for her):

- o Your sexual history.
- o Your use of alcohol, chemicals, cigarettes.
- o Other Volunteers' personal lives and histories.

Campers may ask questions about where other staff members live, their romantic attachments, their age, their sexual orientation or gender identity, etc. Sometimes they are just curious or nosy; sometimes they are asking as an avenue to a discussion of a personal issue of their own. You may think a question seems innocuous enough, but always defer to the other person. Everyone has different comfort levels of information, and never assume you can speak for another staff person, even if it seems simple.

Here are two good ways to respond to these questions:

- o "I'm not sure. That's something you'll have to ask her yourself."
- o Respond calmly and non-judgmentally, "Well, why do you want to know?" Listen thoughtfully to her answer: she might be just curious, in which case, see above; or it might open up into a larger issue.

Setting Appropriate Musical Boundaries (A.k.a. showing off/ excessive noodling)

- **This is the campers' turn to rock.** It's exciting teaching campers to rock, and you might want to show them how to incorporate certain techniques into their playing. A certain amount of sharing is great, but no extended concerts! The campers already know how cool you are.

- **Famous-Type People and Their Privacy**

Many musicians of varying degrees of public renown work or perform at the Summer Camp. It is particularly essential that their privacy is respected because some Campers, staff, and visitors will take an extra (and sometimes prurient) interest in them.

We are all equally important and essential colleagues at Summer Camp, regardless of our standing outside of it; the difference is that some staff members are vulnerable to having their personal information disseminated on message boards and fan sites. Not only does this make people feel violated and unsafe, it makes them not want to come back to the camp.

No one at Summer Camp deserves to have their personal lives invaded, whether they are a private or "public" figure.

- Always maintain a professional and respectful relationship to musicians who volunteer and/or perform at camp.
- Don't snoop.
- Do not share personal information you have gleaned or been entrusted with. No "celebrity gossip."
- Under no circumstances should Summer Camp personnel trail, stalk, or otherwise demonstrate obsessive fandom or behavior toward another volunteer or visiting musician. This goes against not only our code of conduct, but against our mission to support the safety and emotional well-being of girls and women.

INTERACTIONS BETWEEN VOLUNTEERS

Some basics: Help each other out, and recognize when someone's floundering if they need a hand. Don't dominate the conversation-make sure everyone has a chance to lead. Conversely, step up and contribute and lend a hand. Make sure each of you contributes equally so no one feels left out or overburdened. Take time to get to know each other. Go beyond first impressions and step outside your friend circle and comfort zone. Everyone is here because they are wonderfully talented and have a lot to give. The more we interact and learn from each other, the more connected we are, the better we can support each other, the more amazing Summer Camp is for us and for the Campers.

- All staff members need to feel good about their physical and emotional space. Give each other breathing room, literally and metaphorically.
- **There is no privacy at Summer Camp.** The kids can see and detect everything. They also happen to be curious about you and highly interested in you. So your interactions must always be mindful of the constant audience of finely attuned young ears and eyes.
- Most importantly: **you are the number one model for behavior for the kids.** How you interact with each other will affect how they interact with you *and* each other. Keep the Campers in mind in all your interactions.

Appropriate Language Between Staff Members

- Ethnic, sexual, or religious slurs are not cool. Remember that there's a lot you don't know about someone's personal history, family, etc. Watch out for slang like "retarded." Be thoughtful. Err on the side of polite.
- Always address each other with respect, particularly in front of Campers/ Campers.
- Keep in mind that not everyone is comfortable with raunchiness or cursing. The goal is to make Summer Camp feel like a safer and comfortable space to all. And also, the kids are probably eavesdropping anyway.

INTERACTIONS BETWEEN CAMPERS

Strategies to Help Establish a Cooperative Group

- Praise the group's effort as well as individuals; identify cooperative behaviors.
- Direct and advise without dominating or influencing too strongly.
- Facilitate so everyone's voice is heard and listened to.
- Listen before acting - unless safety is a concern!
- Catch Campers doing it right and comment about it.
- Set fair limits and stick to them.
- Most importantly, plan fun things for your group to do! Develop in-jokes you can share, come up with activities you can do, make a group cheer, whatever...

Aggressive Behavior

Aggressive Campers may be bossy, domineering, constant babblers, quarrelsome, stubborn, rebellious, overly critical and a host of other descriptors. Note that these behaviors are verbal. Aggression can also be physical: pushing in line, tugging hair, slapping. Aggressive behaviors range from mild to severe and the Campers who resort to using them are often trying to attract attention and gain status. Redirect that energy. **Do not tolerate aggressive behaviors;** this is particularly

important with regard to bullies, who often use mild forms of aggression right in front of Volunteer and save more severe actions for times when staff are not around.

Intolerance and Prejudicial Behaviors

Girls Rock Indianapolis embraces our differences of race, color, religion, gender, sexual orientation, national origin and/or physical ability. Discrimination and/or prejudicial behaviors are not permitted from anyone.

Dealing with Misbehavior

- Hurting another person is never OK whether by words or action.
- The nature and seriousness of an incident must always be taken into consideration
- Name the behavior you want the Camper to stop. Be specific, direct and firm (but not mean).
- Look beyond the behavior. What is really going on?
 - Are poor relationships with Campers and staff a factor?
 - Is the group atmosphere a factor in the Camper's behavior?
 - Is this Camper sufficiently successful and enjoying their experience?
 - Is this Camper showing signs of stress? Anxiety? Fatigue? Hunger? Thirst?
 - Might health be a problem? Is she actually taking her medication?
- Are you doing something that triggers or reinforces the behavior?
 - Are you making the right rather than a popular decision?
 - Are you sharing responsibility with other staff rather than dividing allegiances?
 - Are you able to listen to the Camper?

Taking time to understand is often the key, and patience is all-important. Behaviors are habits; they are slow to grow and slow to change. Be persistent. Eventually the message gets through. When you face an issue that is beyond your ability or authority, discuss the situation with a Summer Camp Staff member.

Never strike another person. Physical punishment is against the law. Physically punishing a Camper will not be tolerated and is grounds for immediate dismissal.

UNDERSTANDING CHILDREN AND YOUNG ADULTS

Ages 8 through 10

- Respond affectionately to staff members who look after their needs.
- Consider what the staff member is able to "do" as very important.
- Enjoy staff members who have a sense of humor and play with them.
- Are learning the skills of leaving home and parents.
- Have an attention span about as long as this sentence.
- Want to share and desire acceptance from own age group.
- Enjoy close friendships with playmates and express selves freely in art and play.
- Enjoy competition related to their standing in the group.
- Like group games and activities but want everyone to obey stated rules and regulations.
- Identify strongly with their gender and age group.
- Need rest periods.

Ages 10 through 12

- Respond to staff members who effectively channel their tremendous energy.
- Tend to idolize staff members who measure up to their expectations - be careful here.
- Want to be together in groups, like their bands.
- Have longer attention spans and patience to work for short-term goals.
- Form cliques and friendships within own age groups.
- Define status through excellence in skills and knowledge of grown-up things.
- Are concerned with physical size and appearance - watch what you say.
- Girls at upper age level become aware of romantic attractions.

Ages 12 through 15

- Respond to staff members whose intelligence is as varied as their skills.
- Need staff members who genuinely listen to them.
- Tend to view their world fairly idealistically; are uncomfortable with "gray" situations.
- Peer group rather than adult opinion is their source of wisdom.
- Want surreptitious reassurance of adult supervision.
- Value conformity; find it difficult to stand as an individual.
- Hormone adjustments trigger intense feelings and emotions.
- Influenced by popular adults and teen idols, the hero worship and crush stage.
- Long interest span and increased capacity for self-discipline.
- Often prefer competition outside the groups rather than with friends in own group.
- Idealistic about the world at large.
- Are seriously concerned with personal appearance, frequently self-conscious.
- Romantic relationships emerge as awareness of sexuality develops.

Ages 15 through 16

- Respond to staff members who recognize their emerging adult perspectives but who tolerate occasional lapses to adolescent antics.
- Risk-taking emerges as a developmental task; these kids need to take risks but also have to learn how to assess their readiness for the risk.
- Desire for independence and freedom.
- Prestige and belonging to the power group is valued (the cool clique).
- Ability to concentrate and specialize in selected skills and interests.
- Are learning the distinction between idealism and reality.
- The skills of altruism begin to emerge as they give self to others.
- Capable of developing romantic attachments with depth of feeling.

WHAT TO EXPECT ON DAY ONE

This section repeats a little of Boundaries R Us and applies it directly to what most volunteers will experience the first day of camp.

Talking with Kids

- We want all our campers to feel included. If you see someone who looks alone during group time (dance party, etc.) strike up a conversation. It can be as simple as:
 - How are you this morning?
 - What instrument are you learning?
 - What made you want to play the _____?
 - Where are you from?
 - How old are you?
 - How many times have you read Harry Potter book 7?
- Keep it simple, and don't force an interaction.
- Let kids express themselves. Try not to tell them how they must be feeling.
- Leave time for what may be construed as their awkward pauses. Thinking may be in progress.
- Use the same tone and language as you would with a peer. Don't be condescending. Kids are smart.
- Respect their physical boundaries. Be aware that every kid has a personal space bubble around them. Even if you know a camper really well, it will make her and other kids uncomfortable if you are overly affectionate with one camper. It may confuse girls who don't know the nature of your relationship and set up a precedent they are expected to pick a volunteer and be equally affectionate.
- High fives, shaking hands, and the infamous sideways hug are great.
- Make eye contact. Get down to their height to have serious meaningful conversations.
- Be helpful by asking questions. (Do you need anything? How are you feeling? Anything cool in your swag bag?)
- Crack jokes. Learn a couple good ones.
- Listen to what campers have to say. If a girl has a problem, take it seriously. Get another volunteer involved, or find a summer camp staff member and/or Conflict Resolution Crew if you are in over your head.
- Remember camper names and use them often.

Camper Conflict

Here at Girls Rock! Indianapolis, energy and sometimes emotions run high. It's important to keep everyone as safe as possible while giving campers and Campers the freedom to express their emotions, good or bad. If there is a disagreement or conflict between campers, the following steps should be taken:

- Act as a mediator and give each side a chance to explain their position. Repeat each argument to make sure all parties understand each side's position. Then give them an opportunity to compromise, or come up with a solution. If they do not initiate this, try and present some possible solutions. If there is a breach of the camper code of conduct and the issue cannot be resolved the camper must talk with CRC or a Summer Camp staff member.
- The Erykah Badu room of quiet reflection is available if a camper needs time out. Campers are not be left alone in the room- a volunteer must stay with the camper.

TEACHING PRINCIPLES

Our goals as teachers, counselors, and band coaches are:

- To encourage collaboration, empowerment, self-expression, and mutual respect among girls and women
- To encourage self-discovery through hands-on experience and risk-taking
- To favor action over words
- To share the idea that there is no "correct" way of playing music
- To strike a balance between technique and experimentation
- To embrace team-teaching and support each other as volunteers
- To create a world where girls feel encouraged and supported and valued more for what they do than for how they look
- To help every girl find her own voice, identify her own needs, and express them To help girls develop a sense of confidence that they carry to other aspects of their lives

Instrument Instructor Guidelines (but good for everyone):

- **Limit talk in general, especially about yourself.** Set your ego aside! It's fine to say a few words about yourself at the start of the camp week, i.e. that you play in a band, you've been playing for x years, etc. but try to get down to action as quickly as possible. If the campers would like to know more about you, they will ask (and go ahead and answer, as long as the question is appropriate). But try to remember that the camp week is short, and we want to get everyone playing as soon as and as much as possible.
- **Gauge the experience skill levels of campers as early as possible.** We get a really wide range of skill levels. Campers are sensitive to being taught at a level that's way too "advanced" or way too "beginner" for them. Plus, camp is only five days long, so make it a priority to sort your students in whatever way you and your fellow teachers have decided on so you can gear the teaching to them, whether it's in small groups, or a series of exercises that are right for the whole group. Asking experienced players what they'd like to learn is a great thing to do. Finding terms other than "advanced" and "beginner" is great, too - campers get a lot of that at school, so it's nice to find alternatives that are less loaded.
- **Make everything as interactive as possible.** Most of every class should involve hands-on playing. During the talking parts, ask questions, get opinions from the students and involve them in what's being taught. Do lots of exercises that allow for individual playing and group playing. An example: don't play a scale and then talk about it for 10 minutes and come back to it the next day. Instead, make sure your students have guitars in hand, announce that you'll be learning a C scale, demonstrate it once, and lead the campers through playing it themselves.
- **Embrace team-teaching.** Whenever possible, work as a group of teachers to develop lesson plans and present material, while also taking advantage of the benefits of breaking into smaller groups working with one teacher at a time. Team-teaching makes best use of different skills among volunteers, and makes us better role models for the campers.
- **Strike a balance between exercises that mainly develop technique and those that encourage musical freedom and experimentation.** For example, in vocal class, some instructors mix up using traditional choral warm-up exercises, with an emphasis on pitch and breath control, and doing round-robin singing of the chorus of "I Love Rock n' Roll," with an emphasis on letting loose and feeling confident and not worrying about pitch and tone.

- **Set goals that can be reached.** Give your students tasks that can be achieved in a given day, and a set of tasks that can be realistically realized by the end of camp. For example, for new bass students, instead of trying to learn all the note names, consider focusing on the first five frets. Maybe playing through those notes on the first day is enough, and mastering them by the end of the week. Maybe learning and playing through a verse of "I Wanna Be Sedated" at a really slow tempo is enough for one day, with the goal of being able to play through the whole song confidently by the end of the week. That way, at the end of each day, they can say "I learned 10 notes on the bass," and at the end of the week, they can say, "I can play a Ramones song!"
- **Skip theory, or be realistic and mindful about what you attempt to cover and how.** Theory is a great musical tool! But because of the limited time frame of camp, and the importance of encouraging students to "just jump in and do it," you may want to consider leaving it out as formal part of your teaching at camp, or maybe borrowing a few ideas and "disguising" them as fun exercises. If you'll be working with the more experienced students, or if you'd really like to incorporate some theory at any level, please choose just a few points, present them in a fun, not-jargony, interactive way, and then call it a week. If you decide to go the way of theory, introduce a MAXIMUM of 2-3 musical terms per day, depending on age level and skill level. If you're covering more than that, you're probably doing too much talking and not enough playing. Remember, this is summer camp, not a conservatory! (Yo, nothing against conservatories...)
- **Don't present any technique as the "right" way to do it.** Instead, consider saying that "a lot of drummers find it's easiest to do it like this," or something like that. Please acknowledge that campers are free to experiment and may find their own way of doing it. This will not detract from your expertise - if anything, it will earn you greater appreciation from your students as they discover the excitement of making music their own. This spirit of freedom shouldn't be taken to the point of dumbness, obviously - if a camper wants to play in a way that is likely to give them carpal tunnel or something, please point it out and suggest an alternative route. But give them the space to find their own way - that's what it's all about.
 - **Establish an environment that encourages girls to praise each other.** By offering praise, and encouraging campers to recognize each other's efforts, you provide support and also make it possible for constructive criticism to be heard and appreciated.

Workshop Leader Guidelines (but good for everyone):

- **Use female examples and mix up musical genres as much as possible.** Take advantage of this great opportunity to expose campers and other volunteers to the great women musicians and other pioneers and rebels you know and love. And remember, it's not "Rock Camp" in the sense of "rock n' roll" as much as the idea that "girls rock" - take every opportunity to acknowledge the great diversity of musical styles and genres played by women.
- **Avoid using "limiting" language and encourage dialogue among campers.** Don't use examples that assume your students are straight, or that they come from a standard nuclear family, or that they have musical instruments at home, etc. Keep your language open so that everyone feels included. If you observe a camper making homophobic, racist or otherwise unacceptable comments, don't reprimand her, it will only shut her down. Instead, encourage a discussion about it and engage her in the process of determining why the comment is offensive or hurtful. When in doubt, discuss the situation with camp organizers.

Band Coach Guidelines (but good for everyone):

- **Struggle is OK.** "All awkward moments are opportunities." Not being sure of what to do and not instantly mastering something are both really important parts of experimentation. If a band, or an individual camper, is struggling with playing a certain chord or finding they note they want to play, let them search on their own. Intervene only when it seems like they are getting too frustrated to work on their own. And then only suggest how they might find something on their own. Give them the chance to work it out on their own!
- **Being out of tune is OK. Playing out of sync is OK.** If it sounds good to the band, it IS good. The bands have a lot to do all at once - learn instruments, write a song, learn to play together. They may or may not care, or be at a place yet, to worry about fine-tuning. Put your opinions on hold unless they are actively sought; if they are, help with goals that can be easily reached at the time, and save other comments for later in the week if it seems appropriate, or keep them to yourself. "Sports-casting" what you're observing - giving non-judgmental feedback - can be a good way to go.
- **Band members being drowned out and/or not listened to is NOT OK.** We have a responsibility to help band members make sure they can hear themselves and each other. Try asking everyone if they can hear, and if there's an issue, help them get a better sound balance. Suggest having a band meeting, and act as moderator if necessary- more often than not, taking a break from playing gives band members the chance they need to express how they're feeling about the sound, the song, the process, etc.
- **Put your hands on an instrument during band practice ONLY as a last resort.** Bands are often very tempted to "have you play it," and you may be very tempted to show how it can be done. But it not only doesn't help, it can seriously set back a band in the quest for its own sound. Try encouraging the player to find her own way. Only if she absolutely can't her hands in the right position to make a G chord should you demonstrate. If you have the guitar or bass strap on, or are doing whatever the equivalent on the drums might be, you have been playing too long!
- **Little kids need breaks.** You may have "only an hour and a half" for band practice, but younger kids have zero attention span. Eventually band practice will dissolve and they will start coloring or doing somersaults. This is normal. Give them a little break and then reel them back in.

BAND COACHING 101

We've put together a little manual of what it means to be a band coach and some helpful hints. This is by no means a full account of the job at hand, but we hope it will help you in getting started as well as troubleshooting some issues. If you run across terms or concepts that are unfamiliar to you, look in the glossary or ask a friend!

Younger Bands

Campers ages 9 to 11 form their bands within their age group. Coaches who are specifically interested in working with this group help these campers form their bands. Young campers require more time to run around outside and may be interested in punctuating band practice with a game of freeze tag or an art project such as modifying their camp shirts or creating band merch. Younger campers are notorious for needing special instruction in finding the beat of the first measure (aka "finding the one"), or may ditch "the one" all together. This age group also may either lock in their song on the first day, or procrastinate until the last minute. It's important to not project your feelings or

understanding of "success" or "a good song" onto the Campers. Rather, check in with the band frequently, and encourage them to create a song they will be happy to play at the Showcase. Costumes and theatrics are common and encouraged.

Changing a band line up

Band personnel will not be changed once the bands are set up. We try to honor as many requests for band mates as we can, but it's impossible to accommodate everyone. This is an opportunity to learn how to work with others in a professional manner, which is an essential skill for musicians who want to play with a group.

Daily Band Goals & Focuses

Monday:

- Decide on a genre of music to play
- Start experimenting with one verse, or the chorus
- Prepare bands that they will need to think of a band name, design a logo and have a band promo photo taken later in the week (some may want to bring in props, wear something special, etc.)

Tuesday:

- Structurally: shoot to have one verse and the chorus solidified
- Begin working on (or at least thinking about) lyrics
- Try to finalize a band name

Wednesday:

- Structurally: work on the bridge of the song, and try to finish any additional verses
- Keep working on those lyrics!
- Remember: your girls will have been travelling together as a band most of today, worked on logo design in the art room, and done teambuilding workshops. Ask them about it. Also be on alert... campers often get stressed on Wednesdays, and will have spent a lot of time together!
- Band logo is due by the end of the day.

Thursday:

- By the end of practice, have all parts and lyrics of your song finalized
- A full copy of legibly-written song lyrics are due by the end of the day

Friday:

- "Run" your song over and over!
- Talk about the showcase the next day. Demystify it as much as possible, and set up everyone's instruments so they are facing the way they will be on the Earth House stage. let the drummers know they may not be playing their exact kit. Guitarists/bassists will be sharing amps with other bands.
- Help your band plan any special outfits they want to wear (accessible & inclusive!)

OUR FIRST PRACTICE

What if nobody in my band can play her instrument?

We will be teaching everyone the camp song in instruction, so campers will have a song in common. Bands can start by playing the song together.

How do you start writing a song?

Everyone is a little bit shy on the first day. Take some time to get to know each other. Hang out, talk about where you're from, what school your campers go to, what music you listen to, what kind of song you want to write (fast, slow, melodic, thrashy, with lyrics, instrumental etc). Get everyone feeling comfortable with each other and then get started with the music.

There are a number of different ways to approach starting a song. Here is one way to go about it that usually works well, especially with beginners. But again, every band is different. Girls might come in with parts they have already, and you can start from there too. Also remember, no covers!! Discourage playing parts of other songs, encourage creating their own parts.

- **Establish a beat.**

When it's time to play music, have the drummer play a beat - any beat - and have the guitar player make noise in time with the beat. Everyone can also join along in keeping the beat or making the beat by clapping along or banging along at first. If your drummer isn't ready to just jump in, another instrument can start first.

- **Add sound/noise/music to the beat.**

The guitar player can start playing along with the beat, whatever they want - chords, single notes, noisy distorted chaos, a melody line, etc. Have the bass player play along with the notes of the guitar and the beat of the drums.

- **Complete a part-create another one.**

lots of times bands will be encouraged by the completion of one part, and will want to do another part...this is great. Try and develop two basic ideas and practice switching back and forth between them. If the band members are having trouble knowing when to switch, write the parts down on the dry erase board and point to them as they are happening. Also keep track of the parts by naming them part A, part B, etc. Writing them down and taking them with you is a good idea too since dry erase boards get erased, and kids lose pieces of paper.

- **Keep it simple! Music does not have to be complex to be good!!**

If all that your drummer can do is hit the snare drum right on the beat, help her to do that with all the style inside of her! If your guitarist can't switch from chord to chord, have her play single notes and open strings. Run her guitar through an effects pedal that will sound good no matter what she is doing. Tune her guitar to an open tuning so that she doesn't have to touch the fretboard at all! This isn't cheating-this is exploring and problem solving. We all play according to our abilities.

What's Next?

The music is going really well, but we need words!

If you're lucky, you'll get a singer who is confident, extroverted, and has no problem coming up with lyrics and melodies and singing them in front of total strangers. Chances are, you won't be working with that kid. Most vocalists fall somewhere between the following extremes: the girl who comes to her first band practice with lyrics in hand, ready to lead the band into glory, and the girl who can't commit to a single line without compete consensus from each member of her band. Likewise, some band members want to be heavily involved in the lyric writing process while others couldn't care less. Try to strike a balance. The lyric writers should feel empowered and supported, and the neutral band members shouldn't be made to feel like they're failing in creative writing class.

Lyric Writing Tips

- **General brainstorm.** Write any thing that comes to mind on the dry erase board/chalk board. Cut and paste phrases together randomly, according to what sounds good or feels good. Don't worry about making sense.
- **Brainstorm around a specific topic.** Pick a theme and let the random references fly. Again, lyrics don't have to make sense.
- **Exquisite corpse style lyric writing.** One person writes a line, folds the paper and passes it on to the next person who writes a line, folds it and passes it on etc, until you have enough words for a song.
- **Personal brainstorm and sharing.** Have each band member go into their own corner or space for 10 minutes, and come up with a melody or some words, and come back and share them with the group.

Once you have some words, you are ready to sing - yikes - how do you get a tune to come out?

It's important for the singer to have something to practice while the band is practicing the music. If the vocalist is shy about just opening her mouth and belting it out, she can start by speaking the words over the music. She should also listen for phrasing, leave space for the music, and repeat lines that feel good or sound important. The vocalist can use her voice to bring the song from a whisper to a scream and back again. Have her play with the words, play with her voice. Use a microphone if it feels good, or sing without one if that feels better. Some kids just like to hold the mic without turning it on. Once a melody or vocal line is established, everyone can sing it together. Do this during quiet band practice to help the singer feel comfortable and confident in her words.

Teri's Tips for Singers by Teri Untalin

- Make sure to sing into the center of the microphone at all times. You should be about a finger width space away, except when singing in the extreme parts of your range. For soft spoken parts, get right up on the mic. For shouting or very loud singing or short bursts of volume, back off the mic, but stay centered.
- If you start to get tired REST, REST, REST. Drink water. Do some deep breathing.
- Encourage the band to play at half volume for parts of loud practice if the singer is getting fatigued. It's not a good idea to sing full out for several hours of band practice a day.
- Get good levels and EQ before singing half a set and getting into volume wars or straining your voice.
- Don't point your mic at the speakers. Don't unplug your mic while the PA is on.
- Work with your guitarist or keyboardist to give you the starting pitches or key pitches. If you have trouble finding melody lines, ask the guitarist to play chords to help find melodic ideas.
- Once you're comfortable with the song, practice facing away from your band mates. Set up like you are onstage. Ask a couple of friends to come in and be a test audience.
- **Awesome, we've got a verse, with words and everything! Uuhhhh, now what? A chorus!** Again, keep it simple-change one thing. Change the beat, the chords, or the delivery. Add or subtract effects. Repeat an important vocal line a few times in a row. Everybody yell! Everybody whisper.. .Put a sudden stop right before the chorus, and then hit it big, altogether, all at once. There are infinite ways to make the chorus stand out. Practice going between the verse and the chorus until everybody is comfortable.
- **Snap! We've got a chorus too I think a bridge would be rad!** Bridges are totally random and totally awesome. Anything goes. Everybody start clapping and singing. Everyone freak out. The bridge is the random part of the song that doesn't necessarily

relate to the other parts. Not every song needs one. If your band wants to be out of control for a while, the bridge is the place to do it.

- **Wow-this song is so good-if only it had a solo!**

Soloing can be awesome...or not. If it sounds fun and feels good, go for it. The band can play the chorus or the verse while the singer takes a break, and whoever is soloing plays their instrument. Make sure if you are soloing that your volume is turned up, or the band comes down in volume a little bit. This is your moment to be heard! The band can also drop out while the drummer plays a mad solo too.

- **We have all the parts now, but the band is having trouble putting it all together.**

Now that the song is written, it's time to put it together. Communication is key! Label the different parts (intro, outro, weird part, verse, chorus, bridge, random freakout etc.) so that everyone has a common vocabulary with which to refer to them. Once the song is underway, it can be tricky knowing when to switch between the verse, the chorus and the bridge. Write the song down in parts, and point to the parts while they are happening. For example, if the guitar is playing 4 counts of Em and 4 counts of A?, and going back and forth 3 times, you can write it down like this:

Em Em Em Em | A7 A7 A? A? | 3x

and count like this: **1& 2& 3& 4& 1& 2& 3& 4&**

Make sure your band is looking at each other, identify specific cues for the transitions between parts, listen to each other and work together. Look up from your instrument!

Practice, Practice, Practice!

- **Play the song. A lot.** Practice changing smoothly between all the parts. If a particular transition is causing trouble, practice going into it and out of it until it feels comfortable. Help the band keep track of where they are in the song by giving them visual cues.
- **Memorize the song.** If the band feels good about things, take away the white board and see if they can play the song from memory. Keep trying. Cover up different parts until they have everything memorized and can play the entire song without referencing the chords and words.
- **Figure out dynamic changes.** Get quiet, get loud, follow the song into its emotional extreme - don't hold back.
- **Remember to take breaks!** Stay focused when it is time to stay focused, work hard, and then forget about it-walk away. If a girl gets bored or frustrated, maybe it's time to get some water, take a walk, stretch, play a different song etc.

How to Keep Your Drummer Happy

- **Set up facing each other**
 - o Make all amps face the drummer
 - o Put small amps on a chair facing the drummer
 - o Make sure everyone can see what everyone else is playing
- **Have good feng shui in the practice space--get rid of clutter**
 - o Wrap up and put all unnecessary cords in the hall
 - o Put all unused equipment (mic stands, amps, instruments) in the hall
 - o Make sure everyone has as much comfortable space to stand facing each other as possible... we know it's crowded sometimes in here, but do the best you can.
- **Keep your drummer involved**

- o There are times when the stringed instruments need to work things out together. Break things down into small parts (verse, chorus, bridge, breakdown) so that the drummer can put drums to one part at a time.
 - o Don't take more than 10 minutes on a single part. If you need more than that, simplify the part so the drummer can join in as soon as possible. You can work on complex string, vocals, and keys parts during quiet band practice too.
 - o Keep your drummer in the loop by asking her questions (How does that sound to you?" "Should we go faster or slower?" "Should we play loud or quiet here?" etc.)
 - o If the stringed instruments need to take a while to figure out how to play the part everyone has decided to play, let the drummer know by saying "Is it okay if we take 5 or 10 minutes to figure this out?" or "Do you mind waiting while we try to work out this part?"
 - o Show the drummer what the chord(s) you are playing at problem areas such as transitions between Verse and Chorus looks like visually. You can give other cues for upcoming changes such as a nod, a kick, a dip in the guitar or bass, or a scary look.
- **If you're taking too much time to work out a part and your drummer is bored**
 - o Have the stringed instruments go outside to work on a part, and let the drummer play on the drums in the practice space
 - o Leave difficult parts for quiet practice when the drummer can relax more, or play along using her hands and legs, or a practice pad.
 - o Leave the other musicians in the room and take the drummer out for a break.
 - o Find a floating band coach to help the drummer work on her timing, rudiments, or learn a new beat while you work w/ the stringed instruments.
- **If your band has spent more than 15 minutes working on a part without the drummer, find a way to incorporate the drummer immediately by:**
 - o SIMPLIFYING the part so the drummer can start playing w/ the band
 - o Going back to an easier part the drummer already knows.
 - o Taking a break to THRASH, MAKE NOISE, or write a 30 second song.
- **HAVE FUN TOGETHER!** If the vibe is too stressful:
 - o Take a break & check in on how everyone is feeling
 - o Write a fast fun song. Maybe this is the *real* song your band wants to write!
- **Other Things To Note:**
 - o If your drummer usually keeps time but for some reason is "off," **she probably can't hear you.** Move the amps so that they are pointed towards the drummer and at ear level. If she still can't hear you, turn up the bass, keys, guitar, or whatever instrument she needs to hear the most (usually the rhythm instruments).
 - o If your drummer is having a hard time landing a fill, tell her to practice "landing on The One." "The One" is *the first note of a measure* and unless she is very advanced, *all* fills should land on The One (Try counting the measure "1 and 2 and 3 and 4 and"). By the time you say "One," the fill should be DONE.
- **Finally and always, give your drummer lots of love, praise, and water.**

MAINTAINING THE SUMMER CAMP SITE & EQUIPMENT

Most of the equipment here at Girls Rock! Indianapolis has been donated by generous donors, is on loan, or has been purchased by the Camp. We are a non-profit and have limited funds to repair and maintain the equipment we have so we are asking you to help us keep it in good working condition. There are some simple rules that will help you to do this and they are as follows.

- Put mic and instrument cables in their proper storage places after use.
- Always wind cords the correct way and velcro them.
- Handle all heavy and drum equipment with care.
- If you need help please ask. There are many people on staff that know how to properly use the amps and drum sets and will be happy to teach you how.
- Unplug all cords from amps and instruments after using them. It is easy to trip over the cords and this is not safe for you, the campers, or the equipment.
- Know the difference between an instrument cable and a speaker cable. Speaker cables carry an electrical current and should never be used to plug an instrument into an amp. Writing on the cable usually can identify these, but if you are not sure, ask a staff person and they can assist you.
- Respect the PAs and amps and they will respect you. Make sure after instrument instruction and band practice that all amps and PAs are powered down.
- Use the knobs on boom mic stands to adjust them as desired. It is important that they are not forced to bend into position. The knobs get worn down and will not keep the boom in place. The knobs when loosened make it easy to adjust the stands as desired. Do not over tighten or over loosen the knobs. Only tighten or loosen them as far as needed to keep in place.
- Carry all basses and guitars by the neck through the hallways. Walking with them strapped around your neck is a hazard for you, the equipment and those around you.
- Remove the kick pedal before moving the kick drum of a drum set through a door way.
- Put guitars and basses on stands when they are not in use. Do not lay them on the ground or on chairs. They can rest against amps but only string side down.
- Report all broken and damaged equipment to a summer camp coordinator ASAP.

We thank you for helping us to keep our equipment operational so we can continue to use it to help girls to keep rockin' out.

GETTING READY TO PLAY ON STAGE

This may be the first time a student has been on stage in front of people--make sure to prepare them for the Showcase.

Run through the song as if you are at the venue.

Have the band "get on stage," pick up their instruments, and plug them in. Decide who is going to introduce the name of the band, the name of the song, and the band member's names. Run through the song. Remind the girls to face the audience, and make sure they can see each other so they can play together, which is the most important part.

It's ok, everybody gets nervous.

Talk about it! Let your band know it's ok to be nervous, and that even the most experienced performers get scared or anxious before a show. Remind students that staff will be there with them before they get

on stage, and that if they mess up a little bit, no one will notice, especially if they just keep on playing and don't react. Be confident, you've just written a great song!

Stay focused, have fun!

As long as your band is focused on the music, things should run smoothly. This is the awesome part of the week/ term when all the bands get to show off their songs, so have a good time!

Before You Get On Stage, Ask Yourself:

- Do I have my pick?
- Do I have my drumsticks?
- Do I know the lyrics/do I have my lyric sheet?
- Is my guitar/bass tuned?
- Do I know where to stand?
- Do I know where to plug in?
- Is my pedal onstage?
- Do I know how my song starts?
- Are my shoes tied?
- Is my zipper up?
- Are all of my band mates feeling good and ready to go?

HELP! IT'S NOT WORKING!

- **Is it plugged in?**
 - Is the amp plugged into the wall or power strip?
 - Is the guitar/bass/keyboard/ plugged into the amp?
 - Are you sure you are plug into Input?
 - Is the power strip plugged in?
- **Is it turned on?**
 - Is the amp turned on?
 - Is the standby switch on?
 - Is the power strip turned on?
 - Is the keyboard turned on?
- **Is the volume turned up?**
 - Is the volume up on the guitar/bass/keyboard?
 - Is the volume up on the amp?
 - Look for knobs like:
'volume', 'level', 'gain', 'pre', or post'.
- **Is the cord working?**
 - Try a different cord, preferably one you already know works.
- **If all else fails...**
 - find a camp staffer to help fix or replace the equipment.