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Camp Quest Leader Perspectives on Virtual Summer Camps Options during Pandemics

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,

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Walden University

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Abstract

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Professional Administrative Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Public Administration

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Abstract

Summer overnight camping, a noteworthy childhood leadership growth opportunity, has suffered greatly because of the COVID-19 pandemic. In 2020, Camp Quest, Inc., a nonprofit organization that provides federated support services and governance to 12 independent nationwide camping organizations, was forced to cancel all of its in-person sessions. Hence, they now face an existential crisis that perhaps virtual camping sessions (i.e., camping activities performed remotely and online using computer equipment) can mitigate. Accordingly, this generic qualitative professional administrative study sought to understand and describe the perspectives of the camping leaders related to their experiences with virtual camping so that their mission may be continued in meaningful ways. Using an intersectional thematic approach, I used a semistructured interview to collect information from eight camp leaders representing the different affiliates that provided virtual camping in 2020. I performed analyses along themes of desirable youth-leadership characteristics organized by virtual-camping tools, techniques, and timing factors needed to support them. The results show that the virtual tools, techniques, and timing factors brought to bear by Camp Quest camping leaders in 2020 were effectively used to pursue the desired youth leadership development goals of community, openness, character, and empowerment. The goals of openness and character were well-achieved, but those of community and empowerment were only moderately achieved. This study provides recommendations for improvement and future considerations of growth which may lead in positive social change.

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Section 1: Introduction to the Study

Summer camping is a staple of the American youth experience and has provided the backdrop to many memorable adolescent (age 10–19) adventures, allowing children to become leaders while forming lifelong friendships, creating irreplaceable memories, and developing life-changing characteristics and values through fun, friendship, and nature. In this section, I introduce my client, Camp Quest, Inc., the national organization that provides federated support to 12 independent youth overnight summer camping organizations that provide summer camping, and I describe the significant and unusual problem they are battling in light of the COVID-19 pandemic. Then, I provide a synopsis of the research problem, the purpose of this professional administrative study (PAS), and the research question that frames the work performed. I then discuss the nature and significance of the study related to my client's area of practice and the potential significance to greater social change.

Introduction to the Client and the Problem

Camp Quest, Inc., is a 501(c)(3) nonprofit organization (NPO) that provides federated support services and governance for 12 independent affiliate regional Camp Quest organizations nationwide (Camp Quest, 2020a). For the first time since its founding in 1996 (Camp Quest, 2020b), in 2020, all 12 camps suspended camping operations because of the COVID-19 pandemic. Among the 12 affiliates, 10 made various endeavors to conduct virtual sessions in 2020 (K. Newton, personal communication, May 22, 2020). However, only eight provided meaningful data.

Background of Client Organization

Founded in 1996 (Camp Quest, 2020b; Newton, 2020a), the Camp Quest national organization's mission is to provide an "educational adventure shaped by fun, friends, and freethought, featuring science, natural wonder and humanist values" (Newton, 2020b, p. 1). Their vision statement reads, "Camp Quest envisions a world in which children grow up exploring, thinking for themselves, connecting with their communities, and acting to make the most of life for themselves and others" (Newton, 2020b, p. 2). Most NPOs that operate overnight summer camps promote similar or relatable values of helping create youth leaders.

Background of the Problem

In 2019, according to the American Camp Association (ACA), 26.2 million American youth attended overnight summer camps, generating nearly $30 billion in revenue (Eckert, 2020). American NPOs are the driving force behind these numbers, and, during 2019, 1.2 million volunteer and paid staff were involved in the administration of more than 15,000 overnight camps (Eckert, 2020). In late 2019, the emergence of COVID-19 quickly led to a worldwide pandemic, scuttling most new summer-camp sessions. As a result, an estimated 19.5 million children lost their chance to attend camps in 2020. 930,000 volunteer and paid positions were furloughed, along with $16.1 billion in potential revenue (Eckert, 2020).

In 2020, my client organization, Camp Quest, Inc., and its affiliates felt the direct effects of this unprecedented phenomenon by hosting zero in-person camping sessions.

The national organization extended lifeline funding and other resources to help those affiliates stay afloat for the year. Among the 12 affiliates, 10 made various endeavors to reach children virtually in 2020 (K. Newton, personal communication, May 22, 2020). These ad hoc sessions generated no revenue, but they provided a sandbox for a variety of virtual summer-camp-themed activities. From these, valuable lessons have been accumulated that may help mitigate issues related to in-person restrictions going forward. As I prepare this PAS, the 2021 camping season is in its planning phase. Herein, with the presentation of the problem statement, research question, and conceptual framework, I refer to Camp Quest in a way that generalizes it to include both the client organization and its 12 affiliates. This is because the research problem and its potential solutions are shared by all. Furthermore, the child camper is ultimately the true social beneficiary of this research. In this regard, I wish to clarify that the national organization and its executive director is my sole client. The camp leaders from the 12 independent affiliates comprise my target interviewees.

I gained authorization from my client's executive director to conduct generic qualitative research on their behalf to help ascertain their options going forward. We agreed upon the following problem statement, purpose for the research, and research question that needs to be answered.

Problem Statement

The problem is that Camp Quest leaders who operate overnight summer camps for children face an existential crisis in the face of the threat of pandemics, and Camp

Quest does not have a plan to revamp its approach. I addressed this problem with this PAS to not only help Camp Quest continue to pursue their youth-leadership programs but to also provide useful information to other camp associations nationwide, each having similar missions related to child outreach.

Purpose of the Study

The purpose of this generic qualitative research was to explore, understand, and describe the perspectives of Camp Quest leaders related to their experiences with virtual camping (i.e., camping activities performed remotely and online using computer equipment) and the methods they have employed so that I could deliver a report to Camp Quest describing effective virtual-camping processes aligned to clearly defined goals of youth development. There is currently no well-vetted source of virtual summer-camp best practices of this nature. This PAS has the potential to address this gap so that Camp Quest can pursue their organizational mission in 2021 and beyond.

Research Question

What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development?

Nature of the Administrative Study

This PAS was an exploratory generic qualitative research study bounded to the Camp Quest 2020 summer-camp program season (i.e., June–August), which was strongly and negatively impacted by the very unusual circumstances of a worldwide pandemic. As

I explored the objective research categories (i.e., virtual tools, techniques, and timing factors (Courage & Baxter, 2005)), I grounded those observations into a camp-based model of youth leadership development (Martin, 2018). This model is discussed in detail in Section 2.

To summarize, Martin (2018) synthesized four emergent themes and their outcomes that, taken together, provide a good framework for youth leadership development. By intersecting these four themes with the three desired research categories, I developed a qualitative matrix of ideas for future youth leadership development that relies on virtual means of outreach. I developed such a deductive framework to adequately understand the problem while building a formalized context with which to code and organize the results. However, this was foremost an inductive study because I was on a mission of discovery, not one of proving or disproving any hypotheses. The results provided by this effort reflect this position.

<div align="center">**Significance**</div>

Because NPO providers of summer camps (e.g., Camp Quest) face a clear existential crisis related to the COVID-19 pandemic (Eckert, 2020), camp leaders and administrators nationwide are desperate to map out ways ahead so that they can continue fulfilling their child-outreach missions. Researching this important issue for my client was timely and helpful. There are already several research programs under way that assess the viability of continuing in-person camps (Eckert, 2020). However, to the best of

my knowledge, apart from my effort, there is no work completed or in progress that assesses the way-ahead for virtual programming of this nature.

Significance to Practice

This PAS will go far toward reinforcing my client's ability to continue their outreach mission by identifying and summarizing useful virtual tools, techniques, and timing factors for the affiliated Camp Quest camping leaders. The goal is that they may conduct concerted youth leadership development planning efforts for the 2021 camping season and beyond.

Significance to Social Change

Ultimately, the positive social changes impacted by this PAS are twofold. First, Camp Quest summer-camp programs will perceive an opportunity to proceed with their mission endeavors by bringing virtual tools, techniques, and timing factors to bear. Second, the findings and recommendations of this PAS will likely be portable to other public summer-camping organizations who share similar concepts of youth leadership.

<div align="center">

Summary and Transition

</div>

In this section, I presented and supported the notion that Camp Quest, Inc., a provider of in-person overnight summer camps in America, requires guidance with regards to continuing their enduring mission of child outreach. With a focus on the virtual aspect, this PAS aims to study the perspectives and experiences of Camp Quest camping leaders on conducting virtual camping during pandemic times. Otherwise, I fear that both my client and the affiliate camps will fail to remain solvent. Prior to conducting my

research, I first mapped out a reasonable and actionable conceptual approach and more thoroughly examined the background of the problem and the opportunities available. Section 2 includes a presentation of this framework and its relevance while explaining my role as a student researcher.

Section 2: Conceptual Approach and Background

Introduction

The problem that I addressed in this study was that Camp Quest camping leaders who operate overnight summer camps for children face an existential crisis in the face of the threat of pandemics. The purpose of this generic qualitative study was to explore, understand, and describe the perspectives of Camp Quest camp leaders related to their experiences with virtual camping and methods they have employed. The research question was: what virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development? In this section, I construct my conceptual research approach used to answer the research question. I then discuss the relevance of my research to public organizations. Lastly, I explain my role as a student researcher.

Conceptual Framework

The conceptual framework for my study is discussed in two parts. First, I describe the product that is delivered to the client organization. Second, I provide key concepts that frames the content of the study as I introduce and disambiguate two paradigms: one of four thematic quadrants related to desirable youth leadership outcomes and another of specifying requirements based on tools, techniques, and timing factors. I developed a deductive framework to adequately understand the problem while building a formalized context with which to code and organize the results. However, this was overall an

inductive study, because I was on a mission of discovery, not one of proving or disproving a hypothesis.

Deliverable to the Client

As the culmination of my research purpose, I have captured the intended deliverable of my PAS: the explored, understood, and described perspectives of Camp Quest leaders related to their experiences with virtual camping and the methods they have employed. The executive director and camp leaders will use the planned report to plan for future virtual sessions from a well-vetted baseline. I have structured the contents of this deliverable around a data-gathering matrix comprising the four thematic quadrants of youth-leadership summer-camp practices (i.e., community, openness, character, and empowerment; Martin, 2018), which intersect the four requirements-gathering factors of Courage and Baxter (2005; i.e., tools, techniques, and timing). This conceptual framework is described in greater detail shortly. The final deliverable is presented in a way that describes the virtual options having the likelihood of continuing to fulfil Camp Quest, Inc.'s, strategic objectives so that camp leaders can move forward in a concerted manner with regards to the 2021 season and beyond. I am providing my client organization (Camp Quest Inc. – the national organization) and all affiliate organizations and participant leaders with copies of this report.

Key Concepts in the Study

Summer-camping leadership-development programs comprise a highly anticipated rite of passage for the youth attendees (Garst et al., 2011). For this reason, I

leveraged the research of Martin (2018), which provided a qualitative study that explored adolescent campers' perspectives regarding youth-leadership experiences at a 2018 pre-pandemic summer camp. Four thematic quadrants were created in that study to organize and describe the desired outcomes of youth-leadership summer-camp practices: *community*, *openness*, *character*, and *empowerment* (Martin, 2018).

These four themes well-describe desirable youth-leadership camping-experience outcomes, which directly pertained to my research question, for which I sought to identify the requirements necessary to move forward with virtual camping during pandemic times. Courage and Baxter (2005) suggested that the best method of understanding user requirements was to first group them into factors of *tools, techniques, and timing*, which are differentiable in ways that enable further specification so that action plans can be developed.

In the next two subsections, I discuss the four desirable youth-leadership outcomes and the three virtual-camping requirement groupings, culminating in a 3×4 intersectional matrix of data-gathering and organizing opportunities.

Desired Youth-leadership Outcomes

Martin (2018) assessed the perceived success factors of youth-leadership camping experiences from the child-camper perspective. Martin (2018) interviewed 20 American high-school students (17 female, three male) ranging from ages 16 to 18 years in age. Martin (2018) transcribed participants' interview responses and analyzed the collected themes to synthesize four emergent desirable youth-leadership outcomes. Based on the

efficacy and utility of this structure, I felt it was prudent to use Martin's model to help construct an answer to my research question. Figure 1 displays the four desired outcomes of camp-provided youth leadership: *community*, *openness*, *character*, and *empowerment*. The figure was manually produced using Microsoft Word Word Art, a menu feature of the software. Martin (2018) organized their findings along thematic lines respectively associated with identity and self-concept; spirituality, ethicality and morality; and agency and engagement. In the following subsections, I delve more deeply into Martin's construct (2018).

Figure 1

Thematic groupings of the four desired outcomes of camp-provided youth leadership (Martin, 2018).
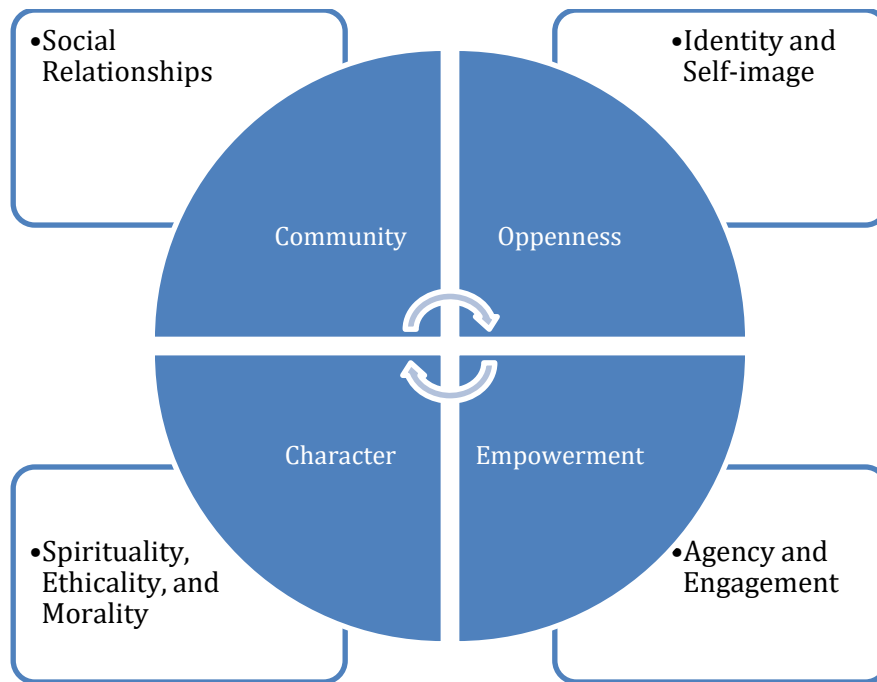
Community. Using the first theme provided by Martin (2018), I examined the way camping programs influence the development of children's social relationships and the related contributions to youth leadership. Social relationships comprise the building blocks of community participation and leadership (Pigg, 1999). From this perspective, I looked at leadership as an emergent property arising from specific kinds of relationships among community actors. Camps provide these environments for children to exercise and experiment with such relationships (Martin, 2018). Part of this type of social development hinges upon the improvement of interpersonal skills (Bialeschki et al.,

2007; Spitzberg & Cupach, 2011) and the strength of peer relationships (Henderson et al., 2007). The inclusive environment provided by overnight camping sessions help foster this sense of community via peer relationships while encouraging children to participate and lead various community activities (Martin, 2018). Therefore, by focusing on the community-related outcomes of camping youth-leadership programs, appropriate user requirements for virtual camping can be gathered.

   Openness. Using the second theme provided by Martin (2018), I examined the way camping programs influence the development of children's identity and self-image and their contributions to youth leadership. Martin (2018) found that children often needed to be given "permission to be human" (p.169) so that their open and compassionate characteristics (i.e., identity) can be encouraged and further developed. The human angle relates to how children view themselves and regulate their outward appearances in order to influence their acceptability (Bialeschki et al., 2007). Overnight summer camps strive to provide safe and welcoming environments for children to experiment and practice identity exposure in ways that align with their self-image and desire for openness. Aligning one's outward expression to one's inward identity is known to be psychologically healthy (Hart, 2013) and empowering (Huber et al., 2003). This notion is of particular importance to Camp Quest because part of their mission is to provide educational adventures shaped around humanist values (Newton, 2020b). Humanism is intensely focused on healthy lifestyles and empowerment (Vereen et al., 2014). Children tend to feel a natural obligation to participate and contribute to society

(Huber et al., 2003), and this desire meets with welcoming opportunity in summer-camping environments (Martin, 2018). Therefore, by focusing on the openness-related outcomes of camping youth-leadership programs, appropriate user requirements for virtual camping can be gathered.

Character. Using the third theme provided by Martin (2018), I examined the way camping programs influence the development of children's spirituality, ethicality, and morality and their contributions to youth leadership. As with most summer-camping programs, the notion of serving the greater good recurs in many mission and vision statements (Camp Quest, 2020a; Eckert, 2020). These, in turn, are routinely demonstrated in the day-to-day activities of summer-camping programs. Indeed, children's values and motives are consistently identified as formable characteristics that should be shaped by growth and educational programs (Dawes & Larson, 2011). Camp Quest leaders believe that the best way to serve the greater good is to allow children to develop and form their own character values and motives based on empirical and humanistic outcomes (Newton, 2020b), which includes spiritual (natural or supernatural) well-being, integrity, empathy, service, and altruism (Henderson et al., 2007). Therefore, by focusing on the character-related outcomes of camping youth-leadership programs, appropriate user requirements for virtual camping can now be gathered.

Empowerment. I used the fourth and final theme provided by Martin (2018) to examine the way camping programs influence the development of children's agency and engagement and their contributions to youth leadership. In terms of community service,

the idea of "rolling-up one's sleeves" (Martin, 2018, p. 170) tends to appear regularly in summer-camp settings (Ramsing & Sibthorp, 2008). The provision of activities and settings in which children can leverage their agency as a human being while engaging with people and circumstances is known to build confidence, accountability, and initiative (Cargo et al., 2003), all of which are constituents of character (Henderson et al., 2007). This empowerment initiative has been supported by research (Ramsing & Sibthorp, 2008), and significant gains have been noted in camper performance (Martin, 2018). Therefore, by focusing on the empowerment-related outcomes of camping youth-leadership programs, appropriate user requirements for virtual camping can be gathered.

User-requirement Categories

From Courage and Baxter (2005), requirement-gathering and organization are needed to understand the needs of users so that, based on their roles, they can perform various tasks and accomplish goals. *Technique* reflects the *how to* of performing a task. Several techniques may be available, and *tools* provide the mechanisms by which the techniques can be used. Obviously, it would be counter-productive to use a technique and a tool at the wrong time during a given task. This implies that *timing* is a critical factor. When considering the future of virtual summer-camp youth-leadership activities, it is important to view the needs of the camp leaders as user requirements. Identifying and organizing virtual-camping user (i.e., leader) requirements aims to accomplish the four positive youth-leadership thematic outcomes of Martin (2018). Hence, the process of

Courage and Baxter (2005) of identifying appropriate virtual tools, techniques, and timing factors are highly applicable to helping categorizing the desired information.

Tools. A tool is a cognitive and tangible item (e.g., software, wrench, or fly-swatter) that is an extension of a human being (Jonassen, 1992). Such a tool can be used to implement a technique at the right time to complete a task (Martin, 2018). Within the context of the present study, virtual tools might include cloud-based document-management applications (e.g., Google Drive, Dropbox, SharePoint, and Office 365) or communication tools (e.g., email, voice and video conferencing, chats, and social-media platforms; Rozman, 2020). However, the full domain of virtual tools still needs to be examined, which is why contact with Camp Quest camp leaders is crucial.

Techniques. A technique comprises a description of a method of using a tool to accomplish a task (Courage & Baxter, 2005). Ideally, the how-to of using a tool will either be apparent, or there will be an accessible expert to help. Camper-engagement techniques vary: story-mapping helps kids analyze and learn natural processes; brainstorming contributes to the emergence of interesting ideas; game-playing harnesses creative power and encourages competition; and the vignette technique provides methods for creativity and storytelling (Braun et al., 2017). There are many more techniques, and they can involve the use of multiple tools. With new virtual tools and techniques being rapidly developed, it is important to make an effort to understand the appropriate techniques to use at the right time, particularly when it involves efforts to affect youth-leadership behavior at summer camps (Povilaitus & Tamminen, 2018). However, the full

domain of virtual techniques still needs to be examined, which is why contact with Camp Quest camp leaders is crucial.

Timing Factors. The timing aspect implies that the required tool and appropriate technique are used at the right time with respect to the situation (Martin, 2018). There are a variety of interpretations of timing that can be employed when studying youth development. First, there is the notion that, biologically, certain age-dependent experiences should be shared, and capabilities should be developed that support the structural development of the amygdala and hippocampus (Luby et al., 2019). This reflects age-related timing factors. Second, there are tactical timing considerations regarding step-by-step procedural instructions (Courage & Baxter, 2005). For example, it is important that a nail be placed prior to striking the hammer. Similarly, it may be important to conduct a group singalong prior to delving into a camp construction project (Martin, 2018). However, the full domain of virtual timing factors still needs to be examined, which is why contact with Camp Quest camp leaders is crucial.

Relevance to Public Organizations

In this subsection, I describe how the proposed research is relevant to public organizations (e.g., NPOs). For example, the methods that I employed in this study are relevant to any organization that seek to translate a social problem into a business purpose (e.g., via a set of requirements; Boin & Christenson, 2008). After formation, a public organization should revisit their purpose in the form of a vision and mission while

keeping pace with the changing social landscape (Boardsource, 2010). This research

provides organizations a source document that they can use do this very thing.

Second, this generic qualitative research can be used to help public organizations

deal with new or newly recognized problems that require an exploration of new solutions

(Boin & Christenson, 2008). This manuscript fits well with the institutional application of

design principles that help NPOs negotiate the currents of institutional change. Indeed,

the outcomes of this research can be treated as hypotheses for change. Such changes

require a strategy focus. According to Bryson (2018), strategic planning is the

"deliberative, disciplined approach to producing fundamental decisions and actions that

shape and guide what an organization (or other entity) is, what it does, and why" (p. 4).

This study methodology is relevant to strategic planning because it affords public

organizations the opportunity to reconsider what it does and how it does it to continue to

accomplish its mission.

Third, through this research, I provide a method of employing strategic thinking,

which involves the consistent practice of asking far-ranging questions to help clarify hard

problems, offer breakthrough insights, and present new ways of thinking about

challenges and opportunities (Boardsource, 2010). In terms of strategic thinking, I

provide relevant and timely qualitative descriptive analytics for NPOs related to current

insights on past and continuing events so that they can understand what is happening and

what to do about it (Tschakert et al., 2016). The value of such analytics is realized when

NPO managers can focus on the few key areas that need attention and changes for improvement (Mondore et al., 2016).

Fourth, the study includes findings that will help public organizations by providing a useful method of building a dataset for contingency planning in the face of pandemics. Eriksson and McConnel (2011) discussed contingency planning in the public-policy domain as a method of producing successful crisis management (p. 90). This sentiment is reflected in the research problem of this work: Camp Quest leaders who operate overnight summer camps for children face an existential crisis in the face of the threat of pandemics. The research activities conducted for this research are relevant in terms of providing a means to normatively assess the economic health of a public organization. Such assessments are geared to enable leaders formulate recommendations regarding what should be accomplished in the face of a social problem (Hyman, 2014). This is crucial to NPO financial planning, especially as it pertains to dealing with changing externalities (e.g., COVID-19) (Hyman, 2014). The results of this research can be used to support benefit–cost analysis at the NPO level. This activity is designed to increase public welfare, not profit (Zerbe & Scott, 2012).

Fifth, through this research, summer-camp NPOs have access to a new domain of virtual engagement. Doing so provides new opportunities to seek philanthropic donors, not necessarily via the new virtual tools, techniques, and timing factors, but because of them. Philanthropists are generally quite dispassionate and impersonal and concentrate on the resolution of the root causes of human issues (Sargent & Jay, 2014). The addition of

the new virtual tools, techniques, and timing factors should indeed provide new ways to help resolve those root causes.

Lastly, in terms of human resources, through this research, I contribute to public organizations' ability to reassess their organizational values, which are constitutive elements of their organizational identity (Studer & Schnurbein, 2013). Doing so helps them adapt and overcome major external adversities, such as those created by pandemics. Moreover, the proposed study results support the creation of constructive innovations with regards to summer camping, a key aspect of social entrepreneurship, which enables leaders to create a change agents in the public sector (Dees, 2001).

Organization Background and Context

Camp Quest, Inc., is a 501(c)(3) public organization that provides summer-camping programs at 12 regional locations across the United States (Camp Quest, 2020a). Camp Quest's mission is to provide an "educational adventure shaped by fun, friends, and freethought, featuring science, natural wonder and humanist values" (Newton, 2020b, p. 1). Their vision statement reads, "Camp Quest envisions a world in which children grow up exploring, thinking for themselves, connecting with their communities, and acting to make the most of life for themselves and others" (Newton, 2020b, p. 2). For the first time since its founding in 1996 (Camp Quest, 2020b), all 12 Camp Quest suspended camping operations in 2020 because of the COVID-19 pandemic. However, 10 of them made various endeavors to conduct virtual sessions in 2020 (K. Newton, personal communication, May 22, 2020). Some efforts were deemed successful. Hence, the

problem is that Camp Quest leaders who operate overnight summer camps for children face an existential crisis in the face of the threat of pandemics, and Camp Quest does not have a plan to revamp its approach. I addressed this problem to not only help Camp Quest continue to pursue their youth-leadership programs but to also provide useful information to other camp associations nationwide, each having similar missions related to child outreach.

Role of the DPA Student Researcher

I am currently a member of the national-level Camp Quest, Inc., board of directors. I onboarded in January 2020 after a year-long volunteer relationship with their national organization supporting their executive director with voluntary business research. Therefore, I am motivated by my volunteer role to help Camp Quest and its affiliates survive and continue operating into the future. My engagement with the organization has provided the basis of the NPO–student-researcher relationship needed to complete this PAS and to help the whole of Camp Quest move forward with virtual camping opportunities in the face of pandemics. I am also motivated to achieve my personal interests of completing my Doctorate in Public Administration at Walden University. The two lanes of personal motivation line-up well in light of the need to respond to a public social problem in the face of pandemics. In the following subsections, I describe my student researcher role, I address perceived biases and conflicts of interest, and I further tie my deliverable to my research purpose.

Student-researcher Role

I managed my role as a student researcher separately from my board- membership role. As a student researcher, I provided feedback and took direction and advice from the national organization's executive director (see Appendix A for the signed client agreement). I helped Camp Quest as a whole identify, organize, and understand what virtual tools, techniques, and timing factors are being employed by summer-camp leaders in the face of pandemic restrictions so that they may continue to fulfil their missions of youth-leadership development. I provided monthly updates at scheduled Camp Quest events (e.g., board meetings, executive sessions, and leadership-council meetings), and I informed the executive director of all my planned and executed interactions with camp leaders to collect their knowledge of virtual camping practices. For this PAS, I completed eight complete personal interviews of camp leaders. Details of these camp-leader interactions are described in Section 3. Incentives were not needed to recruit the camp-leader participants. I personally performed all recruiting and interview actions.

Perceived Biases and Conflicting Interests

As a board member, I can indirectly influence hiring and retention decisions at the national organization only, where the executive director and program developer are employed with salaries. However, any such actions require full board participation and majority vote. I have no direct influential relationships with the leaders of the respective 12 camp affiliates, which have their own boards of directors. Furthermore, I maintained a very amenable and non-threatening relationship with the executive director and program developer over the course of this work. It is important, however, that these circumstances

be acknowledged and visible to all. Most notably, neither in my position as a national

Camp Quest board member nor as my role as a student researcher did I wield any

authoritative, organizational, or procedural control over the affiliate organizations and

their members. Nor was I able to.

As recommended by Levinsky (2002), publicizing and acknowledging the

potential is the first and most crucial step to addressing nonfinancial conflicts of interest.

I term these *nonfinancial* because of my unpaid role as a volunteer and the lack of

opportunity to gain material benefits for myself. My motivations are vision-, mission-,

and strategy-focused, and I aligned my past research and all current and future endeavors

with respect to Camp Quest in adherence to the most altruistic methods of achieving that

agenda. According to Gordon (2005), Camp Quest, Inc., is the *conflicted party* to whom

my role in this research could appear to imply undue leverage in future organizational

interests. Based on that, I am not aware of any conflicts having occurred with regard to

this PAS. Fortunately, the organization had controls in place to mitigate such risks,

notwithstanding the fact that I acknowledged the risk of such perceptions publicly with

all Camp Quest affiliates. These issues are explicitly addressed in Appendix A, where the

client agreement and related information can be viewed.

Summary

In this section, I provided a description of my conceptual framework, which

covered the deliverable product for the client organization with the key concepts that

framed my study related to desirable youth-leadership outcomes (i.e., community,

openness, character, and empowerment) with the three requirement-specification

variables necessary for understanding what camp leaders need (i.e., tools, techniques, and

timing factors) for future implementations of virtual camping. This resulted in a 3×4

matrix (further illustrated in Section 3) by which I framed my data collection efforts to

support my client organization. I also described in this section the relevance of my

research to both my client and other NPOs that may seek to deliver virtual summer-camp

programs to children. Lastly, I provided a description of my role as a student researcher

and a volunteer board member in the organization. Having done so, I next discuss my

detailed data collection procedures and analysis methods.

Section 3: Data Collection Process and Analysis

Introduction

In this section, I provide detailed information about how I built my analytical framework to collect evidence and answer the following research question: What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the ace of pandemic restrictions to continue to fulfil their missions of youth leadership development? In the subsections that follow, I discuss the nature of the interviews that I employed. I provide a detailed descriptions of my sources of evidence and the analysis and synthesis methods that I brought to bear.

Practice-focused Questions

After the client (national-level Camp Quest, Inc.), the problem (i.e., Camp Quest camping leaders who operate overnight summer camps for children face an existential crisis in the face of the threat of pandemics), and the background were largely understood, I developed a plan to answer the following research question: What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the ace of pandemic restrictions to continue to fulfil their missions of youth leadership development? I determined with sufficient research and empirical theory that the question needed to be answered along two categorical themes. The first applied to the four ascertained desirable youth leadership outcomes (i.e., community, openness, character, and empowerment). The second applied to the three ascertained requirement-specification variables (i.e., tools, techniques, and timing factors).

Figure 2

Intersection of camp-based youth leadership development model outcomes with virtual tools, techniques, and timing.

	Tools	Techniques	Timing
Community			
Openness			
Character			
Empowerment			

Figure 2 presents an intersectional matrix of those two practice-focused themes. Each of the 12 cross sections identifies a focus area for data collection that will directly involve Camp Quest camp leaders. The figure was manually produced using Microsoft Word's drawing tools feature, a menu item.

Sources of Evidence

So that other researchers may replicate my study and peers can sufficiently review the rigor and scholarship of my PAS efforts, this major heading includes relevant information about procedures related to the evidence that will be generated for the study.

Evidence Generated for the Administrative Study

I produced the evidence generated by this PAS by interviewing Camp Quest affiliate camping leaders. I had planned to complete 8–10 interviews. However, I accomplish data saturation with eight, such that the addition of any more data would not significantly alter or contribute to the results. In this subsection, I further address issues that I managed related to the participants, the procedures that I applied, and protections that I have ensured.

Participants

There are 12 Camp Quest affiliates and 10 pursued virtual summer-camping experiences in 2020. Therefore, it was prudent to seek the participation of 8–10 of those affiliate leaders. Meeting this goal (i.e., eight interviews) provided coverage and data saturation. I worked with the national Camp Quest organization's executive director to tailor a list of contacts for the purpose of interviews. Then, I prepared an invitation email for the executive director to send to the target participants on my behalf notifying them of the research and inviting their participation. That email notified the potential participants that I, the student researcher, would follow up with an email of my own, which I did. My client's executive director did not send any recruitment materials, nor did they help me collect data from affiliates.

Procedures

In my email to the invited participants, I introduced myself and provided a full overview of the problem, purpose, and research question with an informed consent release request. Upon receiving a positive response and email confirmation of informed

consent, I coordinated with each participant to setup interview times using Camp Quest's

Zoom license. I recorded each interview using the Zoom recording tool. At the beginning

of each interview, I reviewed the study purpose and background and provided complete

instructions. During the interview, I asked questions and personally collected interviewee

responses using a semistructured technique (described in the next subsection).

Instrumentation. I used a semistructured data collection interview instrument as

described by Alshenqeeti (2014), who performed a very detailed analysis of a variety of

interview tools, noting that the semistructured interview is a very flexible method that

allows depth to be achieved by providing the opportunity on the part of the interviewer to

probe and expand the interviewee's responses. I managed the in-depth probing to

maintain the interview scope to within the thematic parameters traced out by the matrix

of Figure 2. Interviews lasted between 30 min to 1 hr. From each recording, I produced

thorough hand-typed transcriptions that each respective interviewee approved.

Protections (Ethical Procedures)

In this section, I discuss the procedures used to ensure the ethical protection of the

participants in the PAS related to recruitment, consent, privacy, client authorization, and

IRB approval.

Strategy for Recruitment. I relied upon the curated list of potential interviewees

prepared by myself and the executive director for recruitment. Hence, I ensured that the

targeted population was suitable and reasonable for my interview needs. There were no

other criteria for interviewee selection, except that they were in a leadership position with

their respective camp. I achieved data saturation after eight interviews, which provided a wide variety of perspectives.

Consent and Privacy. In the email that I sent to the invited participants, I provided information about their freedom to opt out at any time. Invitees were informed that, even after agreeing to participate, they would be allowed at any time to withdraw from the study, and there would be no prejudicial or otherwise adverse effects based on their withdrawal. After agreeing to participate, nobody withdrew. 12 individuals agreed to participate or shared interest in doing so. However, eight was enough. After full transcriptions were made from the video-recorded meetings, all participants agreed that the transcribed notes captured their intent. No additions or changes were recommended. Then, I deleted the Zoom videos from Zoom cloud storage, while maintaining copies on a secure thumb drive for research and posterity purposes. Furthermore, I removed personally identifiable information from the final dataset used for analytics. I deleted all personally identifiable information beyond the participant's name and camp region supplied during the interviews. I offered no incentives for participation. I adapted the informed consent form Walden University, which closely matched the scope and intent of my study.

Client Organization Approval. My client agreed to all aspects of this study, and nothing changed with regards to status during the research. Please see Appendix A.

Walden IRB Approval. Walden University's approval number for this study is 04-21-21-0749211 and it expires on April 20, 2022.

Analysis and Synthesis

I performed analysis and synthesis on a sanitized data file so that no information about the identities or personalities of the interviewees would lead to affective biases. IN this section, I describe my analysis system, my coding procedure, and my measures for ensuring data integrity.

Analysis Systems

I managed the data analysis using a series of textual preparation steps using Microsoft Word as the system. In the following two analysis preparation steps, I provide details about how this system works.

Analysis Preparation Step 1 entailed a verbose transcriptions of each interview to include the detailed dialogue (raw narrative). This resulted in the production of one document per interview (eight total). I identified each interviewee by name in their respective transcription. These transcriptions were later reviewed by the respective participants to give them an opportunity to clarify and make corrections. No changes resulted, and I verified that there was a good level of credibility with respect to the collected narrative.

Analysis Preparation Step 2 entailed a sanitized compilation of all inputs to a new document that was scrubbed of all personal identifiers. I compiled all interview narratives into one large document (master work file). I secured all Analysis Preparation Step 1 documents on a separate password-protected thumb drive, which is currently stored in my family fire safe until May 15th, 2026 (5-year requirement). Upon storage to the thumb

drive, I deleted all copies from my work computer and requested that participants delete or securely store their own copies.

Analysis Procedures (Coding).

Coding procedures were geared to achieve a combination descriptive plus process plus magnitude/temporal coding analysis respectively for the tools, techniques, and timing factors (x-axis of Figure 2). My coding method was inspired by the work of Knoch (2020), who published a website on using Microsoft tools to conduct qualitative research coding. Codes were organized thematically per the desirable leadership outcomes shown on the y-axis of Figure 2.

Coding Step 1 entailed anchor coding within the master work file, supported by the 12 thematically formulated cross sections of the 3×4 matrix of Figure 2.

Coding Step 2 entailed more detailed coding, summarization, and note-taking using Microsoft Word's comment feature. For questions aligned with tools, I coded the narrative using *descriptive-coding* techniques that resulted in phrases being tagged with nouns to correspond to specific tools (e.g., Quizmaster or Discord). For questions aligned with techniques, I coded the narrative using *process-coding* techniques, which resulted in phrases being tagged with action terms (e.g., "turn-based play" or "sing along"). For questions aligned with timing factors, I coded the narrative using a *magnitude/temporal-coding* technique (e.g., "daily" or "first"). I also noted unexpected and ancillary themes, and I incorporated those ideas seamlessly into the content of Section 4 of this PAS.

Coding Step 3 entailed the compilation, organization, and visualization of the tagged responses in a fashion that meets the intent of this PAS and provides the desired deliverables to all parties. In Section 4 of this PAS, I present the detailed results and output after coding step 3: the narrative.

Data Integrity

In this section, I explain the measures I took to ensure data integrity, focusing on areas of credibility, transferability, dependability, and confirmability, as introduced by Maxwell (2012).

Credibility

The first step of my data credibility plan entailed securing the good faith of the data providers (i.e., interviewees) via their informed consents. I applied *source triangulation*, which involves using different data providers using the same data collection method (i.e., interviews). This entailed interviewing different people at different points in time and compiling their different perspectives. Then, via the accomplishment of Analysis Preparation Step 1 discussed above, I asked each interviewee to review and validate the accuracy of their raw narrative transcription. This was the first member-checking activity, and it helped confirm that my method did not misrepresent any of the data. Later, I provided my preliminary results after step 2 to the Camp Quest staff and boards of directors to include all individual camp affiliates so that they would have an opportunity to participate in final member checking. No changes or additions resulted from this effort.

Transferability

I examined the results to identify any situations that might only be exclusively applicable to Camp Quest, and I tailored those to be generalizable to other camping venues. I identify any restrictions of generalizability in Section 4. The population of camp leaders, as noted, comprises a nationwide demographic representing camps, families, and diverse experiences from around the United States. Most camp leaders have been involved in several other camping organizations during their camping-oriented careers, and they have many collective decades of experience. Hence, I have collected a very representational and generalizable set of responses. Furthermore, with regard to the 12 Camp Quest affiliates, the results are implicitly transferable to them all.

Dependability

I assured dependability using a configuration-management audit trail with regards to general data integrity. Each phase of the data collection and synthesis is reviewable, and all results are traceable. Furthermore, I fully explained and vetted every step of the process with the participants, the client, and my committee.

Confirmability

I applied a reflexivity approach to data collection and analysis, which required maintaining vigilance as an unbiased moderator. It is fortunate that, in this case, I had no camp-leadership experience. Hence, I maintained a desirable naivete throughout the research. My role with the Camp Quest organization has always included voluntary independent analysis and board input. I am also a parent of three Camp Quest campers.

Therefore, I did not face any preconceived notions of what constitutes right or wrong answers on behalf of camp procedures.

Summary

In this section, I provided details of analytical framework of Section 2 and my plan to collect evidence and answer the original research question: What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development? I further discussed the nature of the interviews that I have employed, along with the methods I undertook to do so. I provided detailed descriptions of my sources of evidence and the analysis and synthesis methods that I brought to bear to accomplish my PAS. Conducting, compiling, and analyzing this research material was a very productive joy, and the results are presented in Section 4.

Section 4: Results

The purpose of this research was to explore, understand, and describe the perspectives of Camp Quest leaders related to their experiences with virtual camping and the methods they employed so that they can receive a report describing effective virtual-camping processes aligned to clearly defined goals of youth development. This PAS and the report provided (see Appendix B) fulfill this purpose by answering the original research question: What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development?

This section is organized as follows. After a full introduction, in which I describe both the demographics of the interview participants and explains the rigor and repeatability of my analysis efforts, I present the findings of this research. As fully described in Section 3, I intended to interview Camp Quest leaders to obtain their perspectives on the virtual tools, techniques, and timing factors associated with their efforts in 2020 to provide virtual camping experiences for children in the face of COVID-19 pandemic restrictions. I present the findings of this PAS based upon the virtual tools, techniques, and timing factors identified from the interviews. Therein, I provide categorical findings, anecdotes, and quotations as necessary to supply full descriptions of the findings. Afterward, I present interpretations of the findings as they pertain to the intersectionality of the four desirable leadership development characteristics of camping participants (i.e., community, openness, character, and empowerment). Then, I provide

some implications of these interpretations in terms of positive social change and emergent concerns gleaned from the interviews. Lastly, I provide generalized recommendations for camps in need of virtual camping best practices, followed by the strengths and limitations of my study.

Introduction

When I began gathering data for this study at the end of April 2021, the Camp Quest affiliates were initiating their respective 2021 camp planning activities. Hence, their ability to commit time to conducting interviews was limited, meaning that it was tough to get on their calendars. However, after gaining consents and scheduling interview sessions, participants were very forthcoming and energetic about providing information.

Demographics

I interviewed a total of eight camp leaders for this PAS. I chose them based on their role as a Camp Quest camp leader. Hence, I did not use demographics of age, gender, culture, etc. for selection. However, I determined that the participants had been in Camp Quest leadership position(s) for at least 5 years, with the exception of one, who had been with the organization for 1 year. Otherwise, the Camp Quest camp leaders were involved in planning and executing summer camping in general between 10 and 24 years. I interviewed all eight participants using Zoom while following the same rubric: that of talking about the virtual tools, techniques, and timing factors relevant to having provided virtual services to campers during the 2020 pandemic. As they provided their free-flowing prose during the interviews, I occasionally interjected questions to guide them to

provide comments specific to the desirable leadership development traits of community, openness, character, and empowerment. Otherwise, I applied an open-ended interview style. The eight interviews each lasted between 23 and 63 min. No unique or unusual circumstances occurred during the interviews.

Analysis of Data

I transcribed the interviews word-for-word. Then, after gaining participant approval of their transcribed conversations, I sanitized and compiled the interviews into a single MS Word document that I used for coding. I concatenated the interviews in no particular order and analyzed the entire document three times. The first time, I highlighted segments, words, phrases, and excerpts with anchor codes (i.e., tools, techniques, timing factors, community, openness, character, and empowerment). Any highlighted portion could be tagged with one or more of the anchor codes. Figure 3 provides a partial screen shot of this coding step. Microsoft Word was used to create the document, and the comment feature was used to record the marginal notes. Notice the right-margin comments associated with the free-flowing text to the left.

Figure 3

Example of Coding Phase 1 (Not a Complete Representation).

During the second reading, I performed more detailed coding and alignment so that key groupings and themes would start to present themselves. Figure 4 provides a glimpse into this coding phase. The figure was produced using Microsoft Word's table-building feature. In this figure, I reveal part of my initial unsorted collection of tools, techniques, timing factors. I refined these collections for at least 1 week to prepare for Coding Phase 3.

Figure 4

Example of Coding Phase 2 (Not a Complete Representation).

Tools (not aligned	Techniques (not aligned)	Timing Factors (not aligned)
Zoom; breakout rooms; waiting rooms	Upload videos and external links	Front-end preparatory time
Google Meet	Align virtual with real camping methods; camp feel	Day-to-day interactions
Flip Grid	Educational, character-building programming	Meal times; lunch/dinner breaks or with campers
Private customized tools	Yoga	Break from screen
Facebook Live	Outdoor walks; morning walks	Mimic the camping day as much as possible
Minecraft (server)	Talk about what you see and hear	Start at 0900; limited sessions
Discord	Different opportunities for different campers	Age group activities
"de gedockduncansonfry," which I can't say, " my thoughts. fly freely,"	Seeing old friends; connecting	Off-season programming; year-round
"world in motion"	Scavenger hunt; weird things in house	Morning/afternoon/evening blocks

During the third reading, I prepared a tabular compilation and organization of the tagged terms and grouped and generalized them into a matrix that I could use to provide a narrative to my findings. Figure 5 provides an example of this coding phase. The figure was produced using Microsoft Excel. By this time, I had provided abbreviated codes that I could use for multidimensional organizations of theme-aligned items. Under the word "Tools" in the figure, the word "GM" refers to Google Meet, the word "ME" refers to Mentimeter, and the word "ZM" refers to Zoom. Under the word "Timing," the word "DA" refers to daily activities. The full array resulted in a seven-dimensional matrix of information.

Figure 5

Example of Coding Phase 3 (Not a Complete Representation).

powerment	Character	Openness	Community	Techniques	Tools	Timing
X	X	X		Sharing Authentic personalities; coming-out; connecting; fill void; Gedanken frei	GM; ME; ZM	DA
		X	X	Camping atmosphere; assembly; energy; campfire	GM; ME; ZM	DA; AM; PB
		X	X	Team Building; singalong; big sound; cohorts; cabin cheer	GM; ZM	DA; ME; AM; P
X	X			Exercise; Outdoors; yoga; morning walks	FA; ZM; GM	Age; DA; AM
	X		X	Daily themes; challenges; tshirts; masks	GD; GM; ZM	DA; SE
	X	X		Skits; video production; improv, superheroes	FA; TT; GM; ZM	Age; SE
X			X	Rewards: pie-in-face	FA; GM; ZM	PB
	X	X		Collaboration; decision-making; Socrates café	FG; GD; GM; ME; ZM	Age; PB
	X			Pets; show-and-tell; art mimicry with stuff in room; scavenger hunt	FG; GM; ZM	DA; SE
	X	X		Sharing Memes and videos; meme of the day; funny commercials	DI; TT; YT	DA; SE; OFF
X			X	Teaching, Instructions; Hands-on activities; knot-tying; origami	FG; FA; GD; GM; KA; ZM	Age; DA; AM; S
X			X	Demos: Simplified engagement; Apache hangars; Disney; how soap works; game of life	FA; GM; KA; YT; ZM	OFF; SE
X	X	X		Individualization; one-on-one convo	DI; GM; ZM	Age; PREP

Notably, all supplied responses were repeated using similar terms from at least one other camp leader. From this fact, I am fully confident that I achieved data saturation.

Findings

Instead of organizing my findings along a seven-dimensional matrix, I focused on the three categories of virtual tools, techniques, and timing factors that formed the basis of my research question: What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development? Hence, it will later follow that the interpretations from these findings will be framed around the four

dimensions of youth leadership development. For the presentation of these findings, I drew upon all three coding phases.

Findings about the Utility of Virtual Tools

I identified a total of 14 major tools as being useful for the 2020 virtual Camp Quest camping sessions. Table 1 lists the tools alongside the total number of mentions (in context) from the verbose interview transcripts. The phrase "In context" means that while Interviewee A discusses an anecdote about virtual meeting spaces, they may talk about Zoom for several minutes. During this time, they may say the word "Zoom" five times during that discussion, but it only counts as one mention. Hence, the context of the discussion is given higher priority than word-count.

Table 1

Identified Virtual Tools used in the 2020 Camp Quest Camping Season

Tool	Number of mentions (in context)
Zoom	30
Minecraft servers	11
Mobile/standalone computers	7
Flipgrid	5
Discord	4
YouTube Streaming	4
Google Meet	3
Facebook Live	2
Google Apps	2
Kahoot	2
Mentimeter	2
Roll20.net	2
TikTok	2
Jackbox	2

As a brief tutorial about how to read Table 1, please examine the top row where it is stated that Zoom is mentioned in context 30 times. Recall that there were only eight interviewees from whom I collected data. Therefore, this top row of Table 1 implies that, by those eight subjects, the use of the Zoom tool was discussed 30 separate times among them in different contexts. Hence, it is evident that Zoom was a very popular tool among camp leaders across-the-board and that it had wide utility.

Zoom

Zoom, launched in 2011, is an online video-meeting and chat service that has enjoyed extensive growth, gaining huge market share since the COVID-19 pandemic (*Video Conferencing, Web Conferencing, Webinars, Screen Sharing. Zoom Video*. n.d.). The video capability uses internet-protocol technology to provide distributed meeting spaces for up to 1,000 simultaneous users in a single virtual room of participants that share the screen in a primarily synchronous-video, asynchronous-voice group meeting. It is highly portable and supports most mobile and fixed devices.

The Camp Quest camp leaders initially leveraged Zoom to conduct planning meetings and training for staff prior to the virtual camping sessions. Later, for most camps, planners used Zoom to create the virtual meeting spaces for camper activities based on schedules provided to participants. Camp leaders provided Zoom meeting links the evening prior to camp-day activities to reduce the risk of unwanted visitors. However, even if an uninvited visitor were to attempt to join, a camp leader initiated each Zoom session as an administrator, who, during the session, vetted and approved all join

attempts. It is notable that all camps that participated in virtual camping in 2020 independently arrived at this security notion.

Camp leaders spoke highly of Zoom's breakout-room option, wherein subgroups from the main camp meeting could segment themselves into smaller sessions to support age- or theme-specific activities and lessons. Primarily, camp leaders used Zoom to supervise and achieve many camping activity blocks they would ordinarily perform in person. Zoom was also beneficial for its ability to allow two or more members from a larger group to break off and have private conversations. This was particularly useful whenever camp leaders needed to have one-on-one discussions with campers.

One of the critiques of the Zoom capability is that it was found unsuitable for free-flowing conversations or singalongs, which are staples of overnight camping environments. The reason is that currently, the Zoom software can only support one active microphone at a time amongst the group of participants. Hence, if multiple people chime in at the same time, most voices will be shunted. Notwithstanding the multiple-speaker problem, Zoom was reportedly very beneficial to turn-based games that leaders would initiate with campers. Similarly, because most of the participating campers (children) joined from their homes (e.g., bedrooms, family rooms, or kitchens), additional family members and passersby could easily intentionally or unintentionally join the proceedings. This was both good and bad. Whereas in such circumstances Camp Quest has opportunities to provide free marketing to new children and families, extant campers often desire to be somewhat disconnected from their home environments during camping.

Camp Quest camping experiences are not designed to bestow secret teachings or anything of the sort, but there are occasions where campers prefer to divulge personal anecdotes and private thoughts to their fellow campers and leaders.

Ultimately, the benefits of Zoom outweighed the drawbacks. In particular, the camping leaders indicated that there is some level of unmeasurable social benefit in the ability of children who are intimate camping friends for 1 week per year to be able to have face-to-face conversations even during pandemic restrictions.

Lastly, as many workers-from-home during 2020 experienced from the heavy reliance on Zoom, many campers and camp leaders complained of Zoom burnout, which refers to the mental and physical fatigue associated with facing a computer screen most days. As mentioned by one of the camping leaders, "Zoom burnout is super real!" Contrary to much contemporary wisdom, this is also felt by the newest generations of children.

Minecraft Servers

Minecraft is a video game produced by the Mojang Corporation, a subsidiary of Microsoft (Minecraft.Net, n.d.). The game is modern in the sense that it uses state-of-the-art techniques to provide a fully immersive playing environment. However, it is throwback in the sense that the graphics appear as old-fashioned 8-bit sprites. In the game, players build (or destroy) structures using surrounding materials in a landscape of trees, oceans, mountains, and lakes. It is rudimentary in its gameplay, but the combinations and permutations of gaming scenarios quickly produces an mathematically

difficult problem for anyone wishing to predict the outcome. In multiplayer mode, anyone with internet access can participate in the same world in either competition or cooperative modes. A Minecraft server requires a host computer to house and operate the game world. Fortunately, there are very many commercial servers that provide a rich variety of Minecraft experiences.

The first Minecraft server and map were created in August 2010 (Minecraft.Net, n.d.). Notably, multiplayer Minecraft has been hailed by education experts, including teachers, as a beneficial tool for games-based learning, not only for design collaboration but also for the team-building aspects of competition and cooperation, which has genuinely helped children retain long-term knowledge about all subjects, including history and math (The Guardian, 2016). Four out of the eight Camp Quest camp leaders interviewed described Minecraft as a great replacement for contemporary camping-related team-building experiences that they would have otherwise enjoyed in-person. Interviewees stated that the children had a wonderful time cooperating to achieve external goals (those provided by the leader) and finding innovative ways to complete tasks. According to interviewees, the children were "really engaged" and "had a blast."

Minecraft servers were used by Camp Quest virtual summer camps primarily during the early evenings, when children would otherwise be looking for gaming and interaction with friends. The key benefits cited by the leaders included "expanded cooperation," "innovation," and "problem-solving."

Mobile/Standalone Computers

The notion of requiring mobile or standalone computers for virtual internet activities may appear obvious. However, I included this item because of the dynamic interoperability provided by said technology today. I did not distinguish participants involved in Camp Quest virtual summer sessions based on any particular location or machine type. During a single session, Camp leaders reported that some participants participated from their homes on a portable tablet device, whereas others participated on their mobile phones in a moving vehicle or on a desktop computer from a public library. From their own perspectives, Camp leaders stated that technical difficulties were not nearly as daunting as they used to be when they were younger. The diverse connectivity capabilities were particularly beneficial to the 2020 virtual camping season.

Notwithstanding the seeming ubiquity of internet-ready devices in the modern era, Camp leaders reported that they were aware of some cases in which children who lacked access or could not afford a computer may have been unintentionally disenfranchised by the virtual summer-camp experience. Nonetheless, all participating campers connected using their own, their families', or their friends' devices.

Flipgrid

Flipgrid, launched in 2014, is an online and freely accessible video discussion forum primarily leveraged by educators (Microsoft, n.d.). The tool grew in popularity during the COVID-19 pandemic, owing to the need to move public school sessions online. Teachers post discussion prompts and learners respond with short videos and other multimedia presentations.

Camp Quest participants relied on Flipgrid for skit presentations, show-and-tell, and other asynchronous collaborations. Leaders reported that Flipgrid was appropriate and convenient for one-way instruction and presentations, which often resulted in campers responding the next day with videos of their responses (e.g., origami or knot-tying exercises). Leaders used Flipgrid to broadcast everyone's individual presentations, which went far in emulating a classroom (or camping) experience.

Discord

Discord, launched in 2015, is an online community forum in which participants join channels related to their interests and goals to collaborate and share ideas (*Your Place to Talk and Hang Out*. Discord, n.d.). Friend groups and families commonly use Discord to maintain a centralized communications center for any number of relevant topics. Although discord primarily relies on text posts, links, photos, and files can also be shared.

Camp Quest virtual campers used Discord in 2020 to share memes, videos, and anecdotes to friends and camp leaders relevant to the camping discussion. Discord supports video and speech modes, where leaders had the opportunity to converse one-on-one with campers and leadership-trainees as needed, similar to the Zoom breakout rooms.

YouTube Streaming

YouTube is extremely popular worldwide. It is a free video-sharing website where users can post, review, and simply watch internet videos all day long (Goodwill Community Foundation, Inc., n.d.). It is renowned as one of the first live-streaming-

capable sites available. Camp Quest leaders and campers used YouTube for this purpose on several occasions. For example, two of the camp leaders independently live-streamed their hikes through their neighborhood and a nearby park while providing educational commentary and question/answer opportunities to the children. Leaders and campers used YouTube live streaming for demonstrations and simplified engagements, including exploration of a military facility by a camping leader who happened to also be an Army Apache helicopter pilot. YouTube has been live-streaming since 2005.

Google Meet

Google Meet, launched in April 2020, provides enterprise-grade video conferencing that now competes with Zoom (Google, n.d.). However, Google Meet tends to align their business model to educational and corporate endeavors. Google Meet supports up to 250 meeting participants plus live-streaming to up to 100,000 viewers. The Camp Quest campers who used Google Meet did so primarily because of the camp-leaders' preference and availability. Some notable activities that took place exclusively using Google Meet included a live campfire circle (the camp leader provided the fire), Socrates Café (a technique that will be discussed later), and table-top games.

Facebook Live

Facebook is by far today's most popular social networking site on the internet (Nations, 2020). Not content with merely providing history's most extensive online blogging and photography site to global users, Facebook launched Facebook Live in 2016 (Bernazzani, 2021), a new live-streaming service that allows users to broadcast

directly to their Facebook news feed. Camp Quest campers used Facebook Live for activities similar to those supported by YouTube Streaming. Uniquely, however, leaders used Facebook Live on several occasions during the 2020 Camp Quest virtual camping season to conduct morning exercises, yoga, and improvisational wake-up games. Notably, one counselor rewarded her campers for achieving a specific goal by receiving a pie-in-the-face (from an off-camera conspirator) via Facebook Live.

The Remaining Virtual Tools

Kahoot started as a quiz-making platform in 2012 that evolved into a vital education and training presentation suite (*Learning games: Make learning awesome! Kahoot*, 2021). It is even more powerful when used alongside other conferencing tools, such as Zoom and Google Meet. Camp Quest campers participated in various instruction sessions and gamified trivia contests via Kahoot. It was also useful to the Camp Quest leadership-trainee program.

Mentimeter, launched in 2014 in Stockholm, Sweden, is an interactive platform that allows presentations to be built using real-time polling data from participants (*Interactive presentation software*. Mentimeter, n.d.). Camp Quest campers used the tool to tally opinions, choices, likes, and dislikes during camp meetings and instruction. It was further used to make quick decisions when options were available for follow-on activities.

Roll20.net, launched in 2012, is a support platform for collaborative virtual role-playing games (Roll20, n.d.). It provides graphical and calculation support for gamer

campaigns (e.g., Dungeons and Dragons) in the form of character management, scripting,

and turn-based play configuration. Camp Quest campers used Roll20.net to support

tailored role-playing activities that would ordinarily be performed in person.

TikTok, launched in 2016, is a powerful tool for social networkers who like to

perform very short (~15 s), colorful, and dynamic videos, most often with a musical

background (Schwedel, 2018). Camp Quest campers used TikTok to record short videos

to share with camping leaders and campers, typically based on prompts.

Jackbox, launched in 1995, is known as a party-game platform that operates via

remote participation, typically from gaming platforms or mobile devices (*What is

Jackbox?* Jackbox Games, 2021). Playing Jackbox games requires purchasing game

components; however, after the host makes the purchase, other participants can play for

free. Most games are produced by the Jackbox staff in advance, but there are huge

databases of questions and answers for user enjoyment. Camp Quest camping leaders

used Jackbox for the fun and convenience, enabling campers to enjoy up to an hour of

prepackaged joy.

Findings about the Efficacy of Virtual Techniques

A total of 17 technique groups were identified as being effective during the 2020

virtual Camp Quest camping sessions. Table 2 lists the techniques alongside the total

number of mentions (in context) from the verbose interview transcripts. "In context"

means the same as it does for Table 1.

Table 2

Identified Virtual Techniques used in the 2020 Camp Quest Camping Season

Technique	Number of mentions (in context)
Teaching and instruction: hands-on activities; knot-tying; origami	10
Cooperative gaming: snake oil, Kerbal space program; role playing; Dungeons & Dragons; bingo; Everyone is Johnny; snake oil; Minecraft	9
Collaboration: decision-making; Socrates Café	7
Demos: simplified engagements; Apache hangars; Disney tour; how soap works; game of life	7
Competitive gaming: Pictionary; AmongUs; Scattergories; trivia	7
Camping atmosphere: assembly; energy; campfire	6
Team-building: singalong; big sound; cohorts; cabin cheer	6
Exercise: outdoors; yoga; morning walks	6
Skits: video production; improv, superheroes	6
Sharing memes and videos: meme of the day; funny commercials	6
Daily themes: challenges; t-shirts; masks	5
Show-and-tell: pets; art mimicry with stuff in room; scavenger hunt	5
Individualization: one-on-one convo	5
Leadership-trainee program: alumni panel	5
Sharing authentic personalities: "coming-out;" connecting; filling voids; *gedanken frei*	4
Rewards: pie-in-face; Jackbox	4
Planning	4

As a brief tutorial about how to read Table 2, please examine the top row where it is stated that the technique of "Teaching and instruction" was mentioned in context 10 times. The contextual interpretation of this item is identical to that described for Table 1. However, looking at the left-hand column, it is noticeable that each technique is a

composite of several smaller sub-techniques. This is a result of my grouping efforts from the analysis, wherein closely similar activities were grouped around a more generalized concept that conveys the broader application. The combination of words reflects the lack of a sufficient taxonomy to describe the resultant convolutions. Hence, it was suitable to use a conglomeration of terms for this aspect of the study.

Teaching and Instruction

From the information gathered from interviews, the teaching and instruction technique of the virtual Camp Quest camping environment was the most important. Several tools were used for this technique, including Flipgrid, Facebook Live, Google Meet, Kahoot, and Zoom. Technical examples of teaching and instruction include knot-tying, origami, and Lego construction. Classroom time is important to Camp Quest, particularly with its portfolio of humanist exploration of scientific discovery. Many of the Camp Quest leaders are also full-time teachers. Two interviewees stated that teachers who demonstrate phenomenal classroom management are the camp counselors that are most effective. During one 2020 virtual camping session, a camp leader who was also a physics teacher provided several instructions about experimentation and the scientific method. Furthermore, logical deduction and induction is a common camping instruction experience at Camp Quest.

Teaching and instruction also turns out to be one of the most difficult techniques in which to maintain camper engagement during the sessions. The lack of in-person

interaction makes it more difficult to read people's motivations and to manage distractions.

Cooperative Gaming

Cooperative gaming is known to reduce aggression in young children while increasing pro-social skills (e.g., sharing, kindness, and mindfulness; Lyons, 2018). Camp Leaders expressed that cooperative gaming not only promotes a sense of belonging, it also has been shown to be very therapeutic with autistic and socially withdrawn children. Several tools were used for this technique, including Google Meet, Roll20.net, Minecraft Server, Jackbox, and Zoom. Virtual bingo was very popular. Another common Camp Quest cooperative game is called "Snake Oil," which is a card-dealt-based game in which the card-holders are required to create and market a product based on the card parameters, such that they try to "sell" the product to others. Each person takes a turn at being a customer while the seller advances a "hard sell." Camp Quest puts a spin on things by encouraging potential buyers to concisely express their skepticism regarding the product's promising features until the seller gives up. Another noted cooperative game is "Everyone is Johnny," where the premise is that the camping leader creates a fictional character named "Johnny," and provides a set of at least goals from extremely easy to extremely difficult. Then, the cohort of campers each assume different emotions or personalities of Johnny (viz. "Inside Out" by Pixar). They take turns providing input and guiding Johnny towards achieving the goals.

Collaboration

At Camp Quest, collaborative techniques are frequently used to engage campers in open-ended conversations regarding moral, political, and personal quandaries, wherein the premise is to arrive at a concrete answer. Inevitably, the effort results in no clear delineations of right or wrong. This is the key motivation of the collaborative venue called "Socrates Café." The Socratic Method is derived from the Greek philosopher, Socrates, who claimed to be the wisest person in the land because he did not know anything for sure. The tool is a fundamental method used to engage a large group of people in a discussion while using probing questions to get at the heart of the subject matter (*The Socratic Method*. The Socratic Method | University of Chicago Law School, n.d.). Every assumption made in an argument is tested based on the simple question, "how do you know?" Via collaboration and the virtual tools involved, Camp Quest campers enjoy a wide variety of expanded reasoning methods.

Collaboration at Camp Quest takes many forms other than Socrates Café. For example, towards the beginning of teaching or other interactive sessions, camp leaders often used Mentimeter to poll campers for their perspectives on various topics. Then, the program would be tailored accordingly.

Demos

Demos (short for "demonstrations") are typically one-way presentations wherein campers watch and listen as a camp leader or a friend of the camp provides a guided presentation of a place, activity, or idea. Camp Quest has enjoyed notably various career backgrounds in terms of camping leaders. Apart from the aforementioned US Army

Apache helicopter pilot, Camp Quest leaders have included Disney park employees, Air

Force members, teachers, machinists, and other skilled laborers. The tools used for demos

include Facebook Live, Google Meet, Kahoot, YouTube Streaming, and Zoom.

Competitive Gaming

Academicians have demonstrated that certain competitive games, if used

properly, can promote prosocial behaviors and skill development (Sussex Publishers,

n.d.). Furthermore, such gaming interests tend to promote persistent practice and

sophisticated techniques. In an online environment, there is no lack of competitive

gaming sources. However, with Camp Quest, such games tend to be more intellectual

than most, including versions of Pictionary, Scattergories, and Trivial Pursuit. Another

more recent method of competitive game-play is Among Us. This game is a multiplayer

online game based on teamwork and betrayal (Innersloth Inc., n.d.). Up to 15 players play

as crewmates on a spaceship that needs to return to civilization. However, one crewmate

has been replaced with a parasitic shapeshifter. Nobody except the parasite knows who

the shapeshifter is. Based on a set of rule-based encounters and procedures, the crew

either detects and eliminates the imposter or they perish. This game is not only very

popular with Camp Quest campers, but it is also very popular worldwide. Many pre-

internet games have provided this type of endearing adventure for decades, including old

favorites like Clue, Assassin, and other dinner-theater murder-mystery games.

Camping Atmosphere

Camping atmosphere in this context refers to the techniques employed by camping leaders (and campers) to recreate the in-person camping look-and-feel during virtual camping. Camp Quest was unable to recreate the full "overnight" aspect of camping during the 2020 virtual camping season. However, they made efforts to recreate some of the other aspects. The previous section that described Google Meet presented a scenario in which camping leaders broadcast a shared real-time, interactive campfire experience to the campers. The post-sundown campfire experience of overnight camping is among the most notable experiences of childhood summer camping. It separates the camping day from bedtime and becomes a key component of childhood camping memories. Building and enjoying an outdoor fire touches upon one of the most primal of human experiences and allows children a key opportunity to ritualize human contact and camaraderie (Mechling, 1980). Furthermore, the wake-up, breakfast, and organized exercise activities with the unified, magnified energy produced were also recreated during the 2020 virtual camping season, typically with Zoom. Mentimeter also played a large role in identifying prominent camping atmosphere needs among the campers.

Team-building

From childhood camping to austere military field-training exercises, team-building has always been a key component of the camping mystique. Campers have many opportunities to work in groups and teams for the development of mutual support and mission accomplishment (Henderson, 2012). Camp Quest often used cohorts of campers to perform tasks and later present their results during the virtual camping season. During

the 2020 sessions, a moderate level of team-building activities took place. The key

problem entailed enabling groups of children to work together. The key method of

enabling this included Zoom or Google Meet and their breakout-room capabilities. This

often entailed creating joint research presentations, such as those about famous humanists

and their works. Team-building also included an activity called "big sound," named as

such by one of Camp Quest's original camping leaders who wanted to replicate the

congregational sound of church singing, in which the many voices combine to create a

feeling of both unity and transcendence. Unfortunately, Zoom and Google Meet cannot

be used to support this effort very well, owing to its limitations of supporting one

microphone at a time.

Exercise

Morning exercise is one of the most important wake-up-and-get-energized

measures of Camp Quest overnight camping. Methods of accomplishing this with virtual

camping were attempted, and the most successful tools used to accomplish this included

Facebook Live, Zoom, and Google Meet. One of the camp leaders led virtual yoga

sessions each morning with the campers. Additionally, as mentioned, two other camps

entailed morning hikes, including birding, which inspired several campers to do their own

guided hikes of their respective neighborhoods at a later time.

Skits

Skits are small production pieces that entail scripting, acting, and often

choreography. Such activities are commonplace at overnight summer camps, but the

technology-led methods of virtual camping provided new and dynamic opportunities for presentations of this nature. Several camps assigned prompts to campers and allowed them to break-out into cohorts primarily using Zoom to create their performances. Then, at the end of the evening or week, the skits were performed for all to see. One of the affiliate's leaders allowed cohorts to record and edit their skits, dedicating one evening at the end of camp to replay the videos. Another affiliate leader used Flipgrid, wherein groups of 10 kids each wrote and performed part of a skit. Then, the camp leaders merged their Flipgrid performances together and presented the skit "so that we could try and follow the plot." Such skits often involved extant or invented superheroes, and viewers had to guess their superpowers.

Sharing Memes and Videos

At Camp Quest, memes and videos are rarely a part of in-person overnight camping. However, with virtual camping, it allowed each camper to present something they thought was interesting or funny to the rest of the group. Notably, these sharing moments were handled together as an organized group over Discord, TikTok, and YouTube Live, primarily. One affiliate leader asked the kids to forward a link to their desired meme so that the camping leader had the opportunity to vet them for suitability. Then, the next day, the leader would present just a few "memes of the day." Another affiliate leader incorporated funny TV commercials. Leaders mentioned that this was a great method to capture campers' attention in a fashion such that they could move into more fundamental camping activities with some energy.

The Remaining Virtual Techniques

Most affiliate leaders worked around daily themes, for which they would challenge the campers to create t-shirts, masks, and other small project-level artifacts on their own. Then, they would meet again via Zoom or Google Meet to present their results. The daily theme technique is very useful for camping planning purposes, especially day camps (i.e., non-overnight).

Show-and-tell was particularly popular with the virtual campers. Ordinarily, show-and-tell requires greater forethought on behalf of the campers, because they would be required to show up at camp with the object(s) in tow well in advance of the activity. However, with Zoom, it was far more dynamic and improvisational. One of the most interesting related activities was "art mimicry" or "art challenge," in which the camping leader would show the campers a popular painting, such as "Whistler's Mother." Then, the campers would have a minute or two to find materials from their home with which to configure themselves in front of the camera such that they resembled as closely as possible the painting scene in question. The introduction of household pets is another aspect of virtual camping that ordinarily does not occur with in-person overnight camping. Hence, the campers were able to further express themselves and their personalities with friends.

Individual one-on-one conversation between camping leaders and campers is a valuable activity that commonly occurs during in-person camping. Technology allowed this to occur virtually as well. Beyond that, individualized tailored programming was also

made possible. Apart from the Zoom breakout rooms, Discord was a popular venue for one-on-one text-based (and video) conversation.

Since its foundation in 1996, Camp Quest has implemented a leadership-training program to afford older children the opportunity to gain experience planning, orchestrating, and leading camping activities. Three camp leaders discussed their attempts to provide virtual leadership training during the 2020 pandemic. From the five discrete examples provided, all leaders expressed a sense of missed opportunity with regard to the leadership training program, particularly because the planning activities for virtual camping were disparate, and some activities were relatively impromptu. Hence, adequate leadership training was scattered. However, the activities that took place were meaningful, and they took place largely on Google Meet and Zoom. However, on one occasion, leaders used Facebook Live conduct group leadership discussions with children. Another effort took place on Kahoot, where scenario quizzes were performed.

Overnight summer camping is known to be a favorable experience for young people who desire to share their authentic personalities with friends and leaders (Bialeschki, 2007). This often entails secret-telling and confidential expressions of future plans. Camp Quest leaders are particularly mindful of the needs of campers to enjoy a freedom of expression that they otherwise would not enjoy at their schools or even in their homes. Campers often play a game called *gedanken frei*, which is German for "free thought" or, in the spirit of the Camp Quest style, *die gedanken sind frei* means "my thoughts fly freely." The game takes many forms and involves free-flowing stream-of-

consciousness turn-based or group improvisational dialog. It is also quite common for overnight campers to confide to their camping groups details of their gender identity and sexuality that they simply cannot share with family members, because either the topic is forbidden or the truth of the matter would result in ostracization, humiliation, rejection, and sometimes outright violence. Fortunately, for Camp Quest, the parents of children who attend are generally expressively open-minded and tolerant. It is notable from the interviews that there were a few examples of this openness during the virtual sessions, particularly in Zoom or Google Meet breakout rooms. Leaders used Mentimeter as a means of allowing the children to anonymously or semi-anonymously express their preferences via real-time surveys. However, two of the camping leaders said that some children remained a bit stifled by connecting to the camping group while physically residing in their normal home environment. This phenomenon will require additional study in the future.

As is common in daily parenthood and leadership, rewards (viz. bribes) are often necessary to help motivate groups of young people to achieve particularly challenging goals. In the case of Camp Quest, this ordinarily occurs daily at overnight camps. However, during virtual camping in 2020, this was only mentioned four times. Sometimes the reward would include free time to engage one another on a Minecraft server. Other times it would involve playing Scattergories on Google Meet or Zoom. In one particularly special occasion, the children were allowed to watch their camping leader get pied in the face on Facebook Live.

It has been mentioned that the pandemic interrupted and hindered the overall

planning effort for 2020 in many ways. After leaders scrapped detailed planning for in-

person camping, camp leaders resorted to, suitably, using virtual collaborative tools, such

as Zoom, to prepare for virtual camping sessions. On one occasion, some of the campers

assisted during the planning session prior to the actual virtual camp. Additionally, as

mentioned in relation to the leadership training aspect, some campers participated during

the virtual camps to help prepare and manage various new activities.

Findings about the Suitability of Virtual Timing Factors

A total of eight major timing factors were identified as being well-suited to the

2020 virtual Camp Quest camping sessions. Table 3 lists these timing factors alongside

the total number of mentions (in context) from the verbose interview transcripts. "In

context" means the same as it does for Tables 1 and 2.

Table 3

Identified Virtual Timing Factors used in the 2020 Camp Quest Camping Season

Timing Factors	Number of mentions (in context)
Morning/afternoon/evening blocks	16
Meal-based schedules	13
Process breaks	7
Daily activities	6
Age groups	4
Seasonal/holiday	4
Prep-time	3
Off-season	1

As a brief tutorial about how to read Table 3, please examine the top row where it is stated that the timing factor of "Morning/afternoon/evening blocks" was mentioned in context 16 times. The contextual interpretation of this item is identical to that described for Tables 1 and 2, as are the semantics of the left-hand column.

Morning/afternoon/evening Blocks

All camping leaders interviewed mentioned that they applied a partitioned daily grouping of activities based on morning, afternoon, or evening timing factors. This mirrors much of the in-person camping techniques applied across-the-board, wherein the day begins with corralling and exercising the kids, feeding them, and embarking on the morning adventure or project. Then, the kids are given some "me" or group time to break and prepare for the afternoon activities, which often involve the most detail and time commitment. Further, they often require smaller cohorts of campers. Evening blocks typically involve the entire group and are centered around a campfire or, during inclement weather, under a pavilion or inside a main gathering hall. This motif was followed during Camp quest virtual camping, and it seemed to work quite well. Children and camp leaders held sessions that generally matched the three-part daily routine. Two of the camp leaders only performed morning and afternoon tracks, whereas another performed afternoon and evening tracks. The others performed all three. Morning activities included morning walks, exercise, and assembly. Afternoon activities included Socrates Café, instruction, hikes, and hands-on activities. Evening activities included big

sound, games, and campfire. Reportedly, the scheme worked well for all and allowed proper breaks in-between for all parties to break from the action.

Meal-based Scheduling

It was mentioned that, on 13 occasions, campers and camp leaders spent their mealtimes together via Zoom or Google Meet. During these occasions, children were invited to show and tell their lunch items. Other meal-based activities took place before or after the meals in question and involved discussing what they ate. Such activities included cabin cheer, singalong, and outdoors time. On one occasion, the campers discussed nutrition facts prior to dinner in order to provide "food for thought" in addition to the satisfaction of having a meal.

Process Breaks

Process breaks typically occur in-between key activities. Normally, during in-person camping, the process breaks are controlled such that everyone breaks at the same time. However, during virtual camping, leaders reported that children were generally free to come and go as necessary during the virtual collaboration. During process breaks, consecutive activities are prepared and orchestrated prior to their engagement. Other times, especially during virtual camping, the children would use the process breaks to complete an activity or a quest given prior to the break (e.g., show-and-tell preparation). The process-break experience during virtual camping was unique, in that each child had access to their own respective facilities and materials, whereas, during in-person camping, everyone typically shares the same facilities and materials. Lastly, it is worth

mentioning that process breaks include biological breaks needed throughout the day. Sometimes they were scheduled, but most of the time during virtual camping, they were performed as-needed. Process breaks typically included cabin cheers and quick assemblies.

Daily Activities

Daily activities have two connotations. The first applies to activities that are performed every day, such as wake-up, assembly, meal-time, process-breaks, etc. The second applies to activities that take place on Mondays, Saturdays, etc. For example, with in-person camping, arrival Sunday and departure Saturday are the two most tumultuous days of camping, and they both require great deal of churn, in terms of organization, assorting, and assembly. Otherwise, Camp Quest camps typically do certain things on certain days, such as nighttime hikes, community projects, and field trips. During virtual camping, arrival Sundays and departure Saturdays were not required. However, leaders reported that they attempted to structure the remainder of the week around daily themes and the activities that would otherwise normally occur in-person. For example, the sharing of authentic personalities took place every day as a dedicated set of events. Team-building activities, sing-alongs, challenges, and gaming took place every day. However, some of the camping leaders mentioned that the effect of organizing virtual camping around daily activities and themes was largely muted by the virtual environment, where all of the activities tend to take place on a screen.

Age Groups

The age range for Camp Quest campers is normally 8–17 years. However, as noted, during virtual camping, younger campers sometimes attended. In any case, camp leaders mentioned that they were successful in creating, organizing, and executing age-group-based activities during virtual camping, normally with the assistance of other staff and even leadership trainees. Examples of age-group activities include types of morning exercise (e.g., yoga vs. simple stretching), types of decision-making games (e.g., Scattergories vs. Dungeons and Dragons), hands-on activities (e.g., knot-tying vs. origami), and, of course, leadership training (ages 15–17).

The Remaining Timing Factors

Seasonal and holiday themes are commonly applied to camping activities. Noting that summer is the predominant season, many of the seasonal themes are stovepiped into that genre (e.g., summer solstice). Several virtual camping sessions employed themes related to 4th of July celebrations. Notably, one of the camps convened a special session in October (far past the typical camping season) to commemorate Halloween with some guided activities.

Leaders mentioned that preparation time was a key timing factor by three camping leaders, and it pertains to incorporating preparation as milestones leading up to and occurring during camping.

The off-season timing factor, as it pertains to virtual camping, was only applied once, when a camp engaged some of their leadership trainees to help with pre-camping planning virtually.

Interpretation of Findings

The original research question of this PAS asked, "What virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development?" These were identified in the previous section in terms of findings. Hence, the next step for interpretation relies upon recapitulating the missions of youth leadership development and providing insight into how this study answers those points. For this purpose, I cited Martin (2018), who synthesized four emergent themes and their outcomes that, taken together, provide a good framework for youth leadership development: community, openness, character, and empowerment. These match the set of Camp Quest missions very well. I used the matrix presented in Fig. 2 to build this section of interpretations.

Please note that direct citations from the data are not feas54 ible, because the data were sanitized and aggregated according to the research plan. Hence, the resulting quotations and annotations reflect the generalized findings taken from the consolidated dataset.

Interpretations for the Desirable Youth Leadership Outcome of Community

Earlier in the study, I showed that the desired outcome of *community* was closely related to community participation and leadership (Pigg, 1999), interpersonal skills (Spitzberg & Cupach, 2011; Bialeschki et al., 2007), and the strength of peer relationships (Henderson et al., 2007). As such, the findings of virtual camping tools,

techniques, and timing factors presented a potentially good structure that supports this outcome.

The theme of community was found to be strongly supported by the establishment of or an attempt to establish a realistic camping atmosphere using the virtual tools and timing factors. Such atmospheric activities included singalongs (e.g., big sound) and cabin cheers. Despite the technical issues described regarding the inability to host a fully audible singalong, the campers partook without much regard. The daily themes and activities (e.g., t-shirts and masks) with daily instructions and hands-on activities also provided inspiration to not only work together, but to consider their larger community. However, during virtual camping, no single direct community project could be performed, owing to the distributed nature of the campers. However, the virtual demonstrations and tours led by the distant camping leaders helped advance the sense of community, as did the neighborhood walks. Lastly, gaming and planning seemed to inspire a great deal of community engagement on virtual platforms.

Google Meet, Zoom, Mentimeter, Facebook Live, Kahoot, and Roll-20.net were the primary media used to convey virtual community activities. Moreover, the activities involved were primarily scheduled on a daily basis, followed by morning, afternoon, evening, and seasonal timing factors, which helped establish a rhythm of community involvement.

In summary, my interpretation of the performance of the 2020 virtual Camp Quest camping experience shows that, in order to promote and instill the desired youth

leadership outcome of community, virtual camping leaders should focus on the recreation of camping atmospheres that align peer relationships to age-based cohorts. Both leaders and followers should be given opportunities to lead and participate in camp or cabin group activities using the virtual tools and techniques discussed. Gaming activities should be geared toward large-group cooperation. One camp leader said, "each camping community is different; needs and wants are different." Indeed the 2020 year was a unique opportunity for the camping community to reinvent itself and show that it can adapt. "The kids just want to connect." Furthermore, according to another camping leader, social gaming presented a new and powerful method of community building. For future reference, additional effort should be directed towards the establishment of a virtual community project that is designed to help others outside the immediate camping community.

Interpretations for the Desirable Youth Leadership Outcome of Openness

Earlier in the study, I showed that the desired outcome of *openness* was closely related to the development of children's identity and self-image, including being given "permission to be human" (Martin, 2018, p. 169), including the provision of a safe and welcoming environment (Hart, 2013). As such, the findings of virtual camping tools, techniques, and timing factors presented a good structure that supports this outcome.

The theme of openness was found to be strongly supported by the sharing of authentic personalities, campfires and assemblies, cohort activities, skits and video productions, Socrates Cafés, the sharing of memes and videos, one-on-one conversations,

gaming, and planning activities. The effects of self-expression conveyed through such activities allows campers to not only display their own personalities and quirks, but it also allows them to absorb and accept those of others.

Google Meet, Zoom, Mentimeter, Facebook Live, Kahoot, and Roll-20.net were the primary media for conveying such openness activities. Moreover, the activities involved were primarily scheduled on a daily basis, followed by morning, afternoon, evening shifts, and age-appropriate conditions. However, the efforts of strengthening openness did not rely as strongly upon rhythm, as did the community aspect. Here, I found that openness can be exhibited, and elicitation can be exhibited at any time during face-to-face virtual communications.

In summary, my interpretation of the performance of the 2020 virtual Camp Quest camping experience shows that, in order to promote and instill the desired youth leadership outcome of openness, virtual camping leaders should provide a virtual environment in which the safety and security of the camper is secured such that they can convey their innermost feelings without fear of repercussion. Indeed, this is a staple of the overnight camping experience. Very often, children lack the freedom or confidence to relate their innermost feelings and expressions of identity to family members and schoolmates. Hence, summer camps tend to take up the burden. One camp leader expressed that "young people want to be open to the possibility of who they might grow up to be." The camping experience can provide this revelation, even if it is virtual.

Another camping leader cited "storytelling" as a key form of openness. When children take the lead to share stories, it is tantamount to a group art activity.

Interpretations for the Desirable Youth Leadership Outcome of Character

Earlier in the study, I showed that the desired outcome of *character* was closely related to the development of children's spirituality, ethicality, and morality alongside serving the greater good (Camp Quest, 2020a; Eckert, 2020). These activities are shaped by growth and educational programs (Dawes & Larson, 2011). As such, the findings of virtual camping tools, techniques, and timing factors presented a good structure that supports this outcome.

I found that themes of character were strongly supported by the sharing of authentic personalities, Gedanken Frei, exercising and outdoor activities, daily challenges, Socrates Café, show-and-tell, the creation of videos and memes, individualized content, cooperative activities, the snake oil game, "Everyone is Johnny," Minecraft, and leadership training. Through these activities, campers were faced with various types of logical and moral dilemma for which they were asked to make decisions based on the values of themselves and others. Interestingly, the Camp Quest tenet of humanism advises that moral decisions should be made based upon the well-being of oneself and others and that the future well-being of the community should be considered. Such values and ambitions were conveyed and elicited using the various tools, techniques, and timing factors in a coordinated manner by the camping leaders.

Google Meet, Zoom, Mentimeter, Facebook Live, Youtube, and Discord were the most prominent media for conveying such character-developing activities. Moreover, the activities involved were primarily scheduled on daily, age-appropriate, process-break-based, and seasonal timing factors. The development of character was not as *ad hoc* as that of developing openness. Instead, it was more coordinated and prominent via the programming focus of the camping leaders.

In summary, my interpretation of the performance of the 2020 virtual Camp Quest camping experience shows that, in order to promote and instill the desired youth leadership outcome of character, virtual camping leaders should provide a virtual environment in which the expression and resolution of moral dilemmas can be thought-through and experimented in a safe, non-threatening manner. Furthermore, the free expression of ideas and improvisational performance should be made accessible via multimedia. The more interactive, the better. Individualized content and cooperative games related to role-playing and leadership should be further leveraged. One camping leader expressed, "we pushed the kids a little just so that they really learn how to develop character and how to develop tools for stress and things of that sort." Indeed, finding virtual means for campers to learn from exercises of consequences will be paramount for future virtual camping.

Interpretations for the Desirable Youth Leadership Outcome of Empowerment

Earlier in the study, I showed that the desired outcome of *empowerment* was closely related to the development of children's agency and engagement with the external

environment. This also includes leadership and community service (Martin, 2018; Ramsing & Sibthorp, 2008), which emphasizes confidence, accountability, and initiative (Cargo et al., 2003). As such, the findings of virtual camping tools, techniques, and timing factors presented a potentially good structure that supports this outcome.

I found that the theme of empowerment was strongly supported by providing a friendly environment for self-expression, show-and-tell, achievement rewards, hands-on-activities, and leadership training. Google Meet, Zoom, Facebook Live, Kahoot, and Discord were the most prominent media for conveying such empowerment-based activities. However, true empowerment activities were scarce, owing to the highly distributed virtual nature of the 2020 camping season. Hence, it was difficult to apply cohort leadership of projects. However, some of the gaming environments allowed for empowerment of a slightly different nature, such as through the use of group Minecraft activities that required specific coordinated roles.

In summary, my interpretation of the performance of the 2020 virtual Camp Quest camping experience shows that, in order to promote and instill the desired youth leadership outcome of empowerment, virtual camping leaders should provide a virtual environment in which campers can not only provide free self-expression, but they can also demonstrate their resolve through planning and execution activities. This can be conveyed by allowing the kids to lead morning workout and afternoon hands-on activities. One camping leader expressed, "empowerment implies that decisions can be interpreted and settled by the young campers. This builds confidence via trial and error."

In the future, more ingenuity is encouraged for the further application of individual empowerment, and new virtual tools, techniques, and timing factors should be found.

Implications

Positive Social Change

The social deficit caused by pandemics deprived campers and camping leaders of in-person and group overnight camping experiences. The explication and descriptions of successful and projective virtual camping tools, techniques, and timing factors related to the desirable youth leadership aspects of community, openness, character, and empowerment directly describe avenues to positive social change in spite of social restrictions. The knowledge gained from this study provides positive organizational planning and coordination advantages to non-profits and similar organizations that ordinarily rely on in-person overnight summer camping activities to reach children. Indeed, the key takeaway from the 2020 Camp Quest camping experience pertaining to positive social change is that the Camp Quest mission can still be pursued in spite of pandemic lockdowns.

Emergent Concerns

The future of in-person camping cannot be assured for the near future, notwithstanding the potential for overcoming the current pandemic situation. Even in the distant future, such conditions may again occur. Hence, it is wise to prepare virtual camping plans and guidelines for future use. Even in the absence of pandemics, the need for virtual camping experiences will probably continue to grow, as more families realize

that the virtual experience is achievable. Hence, the preparation and execution of virtual camping alongside or in-between in-person camping sessions is an emergent concern. Additionally, issues related to personal liability, privacy, computer viruses, ransomware, and intrusion should be addressed, as these and other issues were outside the scope of this study.

Recommendations

First, Camp Quest camp leaders should adapt these findings and interpretations as lessons-learned for future virtual camping planning, even if virtual planning is considered to be the last resort or an emergency situation. Please see Appendix B for the detailed report for Camp Quest leaders.

Second, Camp Quest camp leaders should consider providing virtual camping in addition to in-person camping so that a much-wider group of children can be reached and influenced according to the Camp Quest mission. These camping activities can take place during the summer, on dedicated weekends, holidays, and parallel to the in-person sessions (e.g., in-person campers commiserating with virtual campers from around the world).

Third, the lessons learned herein are easily generalizable to a wider community of camping organizations. The Appendix B report to Camp Quest leaders should be shared with the American Camping Association and other guiding programs so that everyone has a chance to learn from Camp Quest's 2020 virtual camping season.

Fourth, From the interpretations of the findings, it is noted that the success in providing the desirable youth leadership outcomes of community and empowerment was limited and that additional efforts will be needed to better support these activities virtually. On the other hand, the desirable youth leadership outcomes of openness and character were well-supported by the 2020 virtual camping season. Nonetheless, improvements in planning, programming, and execution are needed to provide a more seamless and coordinated program across the board. Notably as mentioned, the 2020 social shutdown related to the pandemic curtailed most panning and programming activities, because of time constraints.

Strengths and Limitations of the Study

I constricted this study to the 2020 Camp Quest summer camping season, in which Camp Quest affiliates were forced to choose between cancelling their camping activities and resorting to virtual substitutions without much lead time. Hence, the study was limited in that information about long-term virtual planning activities was lacking.

The interviews of this study were restricted by scope to Camp Quest camping leaders only, and other non-profit and commercial camping organizations were not involved. Hence, I did not gather information about other virtual camping experiences outside the Camp Quest domain.

The findings and interpretations of this study are strong and valid because the in-depth interviews with real experienced camping leaders resulted in the acquisition of rich

volumes of candid narrative, which led to a broad array of tools, techniques, and timing factors identified.

Summary

The research question of "what virtual tools, techniques, and timing factors are being employed by Camp Quest summer-camp leaders in the face of pandemic restrictions to continue to fulfil their missions of youth leadership development?" has been answered, and the problem of Camp Quest leaders who operate overnight summer camps for children facing an existential crisis in the face of the threat of pandemics now has a form of mitigation. The product of this mitigation and the answer to the research question will be provided as a short report to Camp Quest leaders, described in the next and final section of this PAS.

Section 5: Dissemination Plan

Alongside the completion of this PAS, Camp Quest camping leaders will receive

from me a concise report that answers the research question. A copy of this report is

provided in Appendix B of this PAS.

PAS Deliverable Described

The deliverable report, a concise two-page memorandum (see Appendix B) will

be delivered as a .pdf document to all Camp Quest leaders that were interviewed and to

the Camp Quest national organization chief executive. I will recommend that the national

organization post a copy of the report to their web site while enjoying free and unlimited

distribution rights thereof.

Summary and Conclusions

The early 21st-century pandemic may have forever changed the face of planned

long-term group interactions, or it has at least changed the collective perspectives of

mortality associated with such previously pastoral concepts. This includes the all-

American tradition of overnight summer camping. 2020 was a rough year for camping

organizations, not just Camp Quest. However, being familiar with Camp Quest and the

people involved, it was easy to choose this nonprofit organization for my introductory

study. Currently in mid-to-late 2021, the 12 independent nationwide affiliates have

returned to offering camping primarily in person. However, some have already informed

me that they are planning to augment overnight camping with virtual options (either as

alternatives or as complementary activities). Nonetheless, as pointed out, preparation for virtual camping remains a paramount concern.

This generic qualitative professional administrative study sought to understand and describe the perspectives of the camping leaders related to their experiences with virtual camping in 2020 so that their mission may be continued in meaningful ways. This has been accomplished via this generic qualitative PAS. The semistructured interview process that I applied netted eight rich narratives that contributed to a fully saturated and complete examination of the virtual tools, techniques, and timing factors needed to successfully accomplish the desired leadership objectives related to community, openness, character, and empowerment. Using the report that accompanies this PAS (see Appendix B), Camp Quest camping leaders now have guidance for improving and continuing the virtual camping options as they see fit.

Researchers of future works should review the existing laws and litigation regarding the virtual orchestrated engagement of children so that the legal landscape can be better assessed going forward. Furthermore, the various changing appraisal approaches of insurance companies should be examined for their trending positions on covering virtual engagements of this nature. Indeed, camping organizations should never be executed without insurance. Another study related to the legal aspect should take a closer look at the privacy and personally identifiable information issues associated with online engagements. Lastly, a comprehensive business assessment of one or more camping

organizations should be pursued so that the virtual camping adventures can be properly

monetized.

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Appendix A. Student-researcher Service-order Agreement with Client

The nature of the study to be provided by the student researcher has been fully vetted and discussed with the client (Camp Quest, Inc.), including their executive director.

Camp Quest, Inc. affiliate leaders will be asked to take participate in interviews about the organization's operations. Participation is voluntary. Opportunities for clarifying statements will be provided to the interviewees. Transcriptions of oral interviews will be analyzed as part of the case study. All data are required to be kept confidential by the researcher.

Participating this study will not pose any risks beyond those of typical daily life. This case study's aim is to provide data and insights to support the organization's success. Nevertheless, students are required to secure approval to participate from client, with whom they plan to conduct research. The executive director in this case must state their desire to participate in the study in this signed letter. The letter should state a preference if the organization wishes to be identified or not in the student's published study. An organization report with the organization's name will be provided by the student to the organization.

Any reports, presentations, or publications related to this study will share general patterns from the data, without sharing the identities of individual participants or partner organizations. The interview transcripts will be kept for at least 5 years, as required by Walden University.

Project Estimation

This project proposal has been drafted for Camp Quest, Inc., in pursuit of a doctorate degree in public administration and a focus on nonprofit leadership at Walden University.

Work Phase	Estimated Time Required for Client
Interactions: Email camp directors to inform them of the researcher's presence and inform them that the researcher will be sending formal invitations to participate.	0.5 hrs
Outcomes/Deliverables: Data collection with affiliate personnel:	1 hr each for 8–10 interviewees
Additional Services Requested: Time for results presentation:	0.5 hrs for scheduling
National Board Presentation National Council (of affiliates) Presentation	1 hr for researcher presentation each.
Total	10–12 hrs

Services Summary	Estimated Length of Engagement
From project data collection start through report delivery	6 months

Terms of confidentiality and compliance:
In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of information that might disclose an Institution's / individual's identity (as determined in this document) or inappropriately divulge proprietary details. If the Institution (Walden University) wishes to publicize the findings of this project, that is the Institution's judgment call.

The student will publish the case study in Walden University's Proquest as a doctoral capstone. The case study will be based upon interviews with non-vulnerable adults on the topic of the Institution's business operations, review of public records, and review of internal records/documents related to the Institution's operations that the Institution deems appropriate for sharing with the student.

The doctoral student will not use these data for any purpose other than the project outlined in this agreement.

Interview recordings and full transcripts will be shared with any interviewee (upon request), and the doctoral student will provide opportunities for clarifying previous statements. Transcripts with identifiers redacted may be shared with the doctoral student's university faculty, peer advisors, and site leadership (upon request).

The doctoral student is responsible for understanding and complying with all of the Institution's policies and regulatory requirements.

Ethical Conduct in this Consulting Relationship
The Code of Conduct in the Walden University 2016–2017 Student Handbook and the ethical requirements for IRB compliance.

Also, students are required to uphold professional principles in fulfilling their roles as consultants and coaches to client organizations. Beyond the confidentiality requirements outlined above, three principles are key to ensuring ethical conduct in consulting relationships.

Principle 1: Protect the integrity of Walden University
- Not representing conflicting or competing interests or positioning themselves such that their interest may be in conflict or may be perceived to be in conflict with the purposes and values of Walden University
- Not intentionally communicating false or misleading information that may compromise the integrity of Walden University and of the consulting capstone experience

Principle 2: Exhibit professional conduct at all times
- Respecting the climate, culture, values, and regulatory requirements of client organizations and client workforce members.

Principle 3: Protect the promise of confidentiality
- Not using or adapting client organization's data and information after the capstone experience, unless the information has been publicly shared by the client.
- Not conducting telephone conferences with the client organization in public places where information may be overheard.

Appendix B. Deliverable Report to Camp Quest Camping Leaders

Memorandum for Camp Quest Leaders
Subj: Camp Quest Leader Perspectives on Virtual Summer Camps Options during Pandemics

In 2020, I entered an agreement with Camp Quest to conduct research to address the problem of camping leaders operating overnight summer camps for children facing an existential crisis in the face of the threat of pandemics, where Camp Quest does not have a comprehensive plan to revamp its approach. To accomplish this task, I interviewed eight camp leaders about the virtual *tools*, *techniques*, and *timing factors* that came into play to support the desirable youth leadership goals of *community*, *openness*, *character*, and *empowerment*. As shown in the diagram on the second page, the variables are arranged in a quick-reference matrix for future planning purposes based on the successes of the 2020 virtual camping season. Camp Quest camp leaders are encouraged to adapt these findings and interpretations as lessons-learned for future virtual camping planning, even if virtual planning is considered a last resort. Camping leaders should consider providing virtual camping in addition to in-person camping so that a wider group of children can be reached according to the mission.

The desired youth leadership outcome of *community* is closely related to community participation and leadership, interpersonal skills, and the strength of peer relationships. As such, the interview findings of virtual camping tools, techniques, and timing factors presented a potentially good structure that supports this outcome. Please see the matrix.

The desired outcome of *openness* is closely related to the development of children's identity and self-image, including being given "permission to be human," including the provision of a safe and welcoming environment. As such, the findings of virtual camping tools, techniques, and timing factors presented a good structure that supports this outcome. Here, I found that openness can be exhibited, and elicitation can be exhibited at any time during face-to-face virtual communications.

The desired outcome of *character* is closely related to the development of children's spirituality, ethicality, and morality alongside serving the greater good. These activities are shaped by growth and educational programs. As such, the findings of virtual camping tools, techniques, and timing factors presented a good structure that supports this outcome. Through the virtual activities, campers were faced with various types of logical and moral dilemma for which they were asked to make decisions based on the values of themselves and others. Interestingly, the Camp Quest tenet of humanism advises that moral decisions should be made based upon the well-being of oneself and others and that the future well-being of the community should be considered. Such values and ambitions were conveyed and elicited using the various tools, techniques, and timing factors in a coordinated manner by the camping leaders.

The desired outcome of *empowerment* is closely related to the development of children's agency and engagement with the external environment. This also includes leadership and community service, which emphasizes confidence, accountability, and initiative. As such, the findings of virtual camping tools, techniques, and timing factors presented a potentially good structure that supports this outcome. The theme of empowerment was found to be strongly supported by providing a friendly environment for self-expression, show-and-tell, achievement rewards, hands-on-activities, and leadership training. However, true empowerment activities were scarce, owing to the highly distributed virtual nature of the 2020 camping season. Hence, direct cohort leadership of projects was difficult to implement.

However, some of the gaming environments allowed for empowerment of a slightly different nature, such as through the use of group Minecraft activities that required specific coordinated roles.

Thank you for the opportunity to support Camp Quest. Please do not hesitate to contact me for additional support. I have more comprehensive data to share upon request, including my 100-page Walden University professional administrative study, which will be made freely available.

Empowerment	Character	Openness	Community	Techniques	Discord	Facebook Live	Flip Grid	Google Docs	Google Meet	Kahoot	Mentimeter	Minecraft	PCs/Phones	Roll-20.net	Tik-Tok	YouTube	Zoom	Jackbox	Age Groups	Daily Activities	Meal-based	AM/PM Blocks	Off-season	Prep Time	Process Breaks	Seasonal
			Goals										Tools									Timing Factors				
X	X	X		Sharing Authentic personalities; coming-out; connecting; fill void; Gedanken frei					X	X							X			X						
		X	X	Camping atmosphere; assembly; energy; campfire					X	X							X			X		X			X	
		X	X	Team Building; singalong; big sound; cohorts; cabin cheer					X								X			X	X	X			X	
X	X			Exercise; Outdoors; yoga; morning walks		X			X								X		X	X		X				
	X		X	Daily themes; challenges; tshirts; masks				X	X								X			X						X
	X	X		Skits; video production; improv, superheroes		X			X							X	X		X						X
X			X	Rewards: pie-in-face		X			X								X							X	
	X	X		Collaboration; decision-making; Socrates café			X	X	X								X		X						X	
	X			Pets; show-and-tell; art mimicry with stuff in room; scavenger hunt			X		X								X			X					X
	X	X		Sharing Memes and videos; meme of the day; funny commercials	X											X	X			X			X		X
X			X	Teaching, Instructions; Hands-on activities; knot-tying; origami		X	X	X	X	X							X		X	X		X			X
X			X	Demos: Simplified engagement; Apache hangars; Disney; soap ; game of life		X			X	X						X	X						X		X
X	X	X		Individualization; one-on-one convo	X				X								X		X					X	
X	X	X		Gaming: gamification; competition; pictionary; among us; scattergories; ;trivia					X	X							X	X	X	X				X	
	X	X	X	Gaming: cooperation; snake oil, Kerbal space program; role playing; D&D; ; bingo; Everyone is Johnny; snake oil; minecraft				X	X			X		X			X	X	X	X				X	
X	X			Leadership-trainee program; alumni panel		X			X	X							X		X						
		X	X	Planning				X	X								X								X	