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Using Photovoice to Measure Learning Objectives at Camp with Adults with Developmental Disabilities

An Honors Thesis submitted in partial fulfillment of the requirements for Honors in
School of Human Ecology

By
Delaney Marie Grimm

Under the mentorship of *Dr. Brent Wolfe and Dr. Jerri Kropp*

ABSTRACT

This thesis explores what qualitative objectives adults with developmental disabilities learn and comprehend at a weeklong camp that is meant to enhance interests, abilities, and social skills. The methodology used is Photovoice analysis which allows an individual who either has difficulties verbally expressing themselves or is nonverbal to still participate in question and answer focus groups. For data analysis, my categories relate back to the six domains of recreational therapy: physical, emotional, spiritual, social, cognitive, and leisure.

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There is no greater disability in society, than the inability to see a person as more.

-Robert Hensel

Introduction

The topic that my research explores is what qualitative objectives do adults with developmental disabilities learn and comprehend at a weeklong camp that is meant to enhance interests, abilities, and social skills. This will help improve the camp activities for future sessions and help more campers reach their individual goals.

The research question and research method specifically are important because it gives a voice to a population that typically doesn't have a platform. In the past, such research often excluded people with learning disabilities, favoring the opinions of family members, caregivers and professionals (Cluley, 2016). It is important to have equal research opportunities to represent all populations and what better way to gain information about a population than to ask the population themselves. However, the problem that a lot of researchers run into is an appropriate methodology to allow for accessibility for populations that have a variety of disabilities. One technique to address these concerns is Photovoice analysis. Photovoice is unique in that it uses photography to actively engage this population in the research process (Jurkowski, 2008). The population at this camp, persons with developmental disabilities, otherwise would not be able to participate because of possible communication and processing barriers; however, by using Photovoice, which makes it easier to communicate ideas and opinions on a question, it begins to break down some of the barriers that have previously stopped this population from being included. In addition, the method of Photovoice is a gap in the research field as it is a newer form of research. Furthermore, while the idea of camp lessons and studies at camp are not new, camps involving adults with developmental

disabilities are less researched and as a result this creates another gap in the field of recreation. It is important to recognize the strengths of persons with developmental disabilities as “experts by experience” (Dorozenko, Bishop, & Roberts, 2016, p.198). It will be valuable for the directors of camp to find out what it is that campers are retaining from activities and which recreational therapy domains (physical, leisure, emotional, social, spiritual, and cognitive) are being addressed and missed. This will help improve the camp activities for the future and help more campers reach their individual goals.

Literature Review

Defining Recreational Therapy

The definition of recreational therapy has changed quite a bit over time and is different depending on the person you ask and their personal view of health. Historically, therapeutic recreation has been closely linked with (1) the settings in which the recreation activities occur (usually hospitals or institutions), (2) the emphasis on the therapeutic value of recreation, and (3) the nature of the participants or clients; that is persons with impairments (Carter & Van Andel, 2011, p. 4). However, this no longer defines the depth and breadth or the planning and implementation process for recreational therapists. Recent trends have emphasized a humanistic ethic that stresses the importance of human development with attention to the body holistically or as a whole often recognizing physical and emotional domains. Taking notice to the domains listed, some professionals opt for other domains that are more inclusive towards tactful senses, in depth emotions, or elaborate more on the long-term effects of therapy.

Etzel-Wise and Mears (2004) listed 7 domains of recreational therapy including sensory, cognitive, social, behavioral, physical, emotional, and leisure. This definition provides an interesting appeal towards a domain labeled sensory which includes vision, hearing, and tactile. The label of sensory assumes that the individual must have a deficit with processing textures, sounds, colors, or tastes to the degree that limitations are restricting participation in daily activities. It is understood however that the sensory domain could be linked with the physical domain causing this definition to be too expanded.

In more recent years, Carter and Van Andel (2011) also commented on the definition of recreational therapy stating, "Therapeutic recreation is a holistic process that purposely uses recreation and experiential interventions to bring about a change-either social, emotional, intellectual, physical, or spiritual-in an effort to maintain and improve health status, functional capacities, and quality of life" (p.9). What this definition leaves out is leisure which is an important defining characteristic that separates recreational therapists apart from other health professions such as physical therapy or occupational therapy. "The primary purposes of Recreational services are to provide recreation resources and opportunities in order to improve health and well-being" (American Therapeutic Recreation Association, 2000). The thing that separates recreational therapist from other professions is the passion that recreational therapists have to provide clients with opportunities to participate in leisure. Participating in leisure increases quality of life and provides many with a purpose to live. In fact, quality of life is the goal of the new health movement and recreation experiences contribute to this effort (Sylvester, 1987).

Recreational therapists provide treatment, recreation, and education to clients in order to improve the whole-body. They work with a multitude of populations including those with and without disability but in the end look to provide recreation to those who cannot access it.

Delving into the multitude of definitions finds the superior one to have simplified domains, examines the body holistically, and values leisure. The relevant definition to be used in the field states that recreational therapy is defined as the purposeful use of recreation and activity interventions to improve clients' functioning in six domains: physical, emotional, spiritual, social, cognitive, and leisure (Wolfe, 2018). This definition is not limited to certain populations of people or a particular setting and rather is applicable to all individuals whose needs and goals would seem to benefit from an intervention. Whereas recreational therapists have the capability to work with a multitude of populations and diagnoses, the focus of this study will be on the impact recreational therapy can have on adults with a developmental disability.

Defining Developmental Disabilities

A Developmental Disability is distinguished by the Developmental Disabilities Assistance and Bill of Rights Act (1994, P.L. 103-230) as a severe chronic disability of an individual 5 years or older that is attributed to a mental or physical impairment or combination of mental and physical impairments, is manifested before the individual attains age 22, is likely to continue, results in substantial functional limitations in 3 or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and

economic sufficiency, and reflects the individual's need for a combination and sequence of special, interdisciplinary or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned or coordinated. Some impairments from this population refer to how effectively the population can cope with life demands and meet the standards of independence expected for their age, sociocultural background, or community setting. "Therapeutic recreation interventions with individuals who have a Developmental Disability emphasize a balanced leisure lifestyle, decision making, leisure-skill and resource development, selection and use, participation in age-appropriate experiences, inclusion within the community, physical well-being, ADL [activities of daily living] and self-care, environmental awareness and personal and community safety skills, communication, and development of functional skills fundamental to leisure experiences" (Carter & Van Andel, 2011, p. 306-307). One most opportune way to accomplish these goals for the population is through integration of multiple individuals with Developmental Disabilities together in a camp setting using the six domains as a foundation for the implementation of activities. In order for therapeutic recreation implementation activities to be considered positive intervention, targeted outcomes must be applicable to the client upon exit of the program. Interventions should be, "(a) based on client needs or deficits, (b) designed and implemented to improve, reduce, or eliminate those needs or deficits, and (c) targeted toward specific client outcomes as the result of participation in those programs" (Stumbo & Wardlaw, 2011, p. 3). In the case of camp, the client must be working on goals that will be applicable to allowing their daily living to have increased quality and/or ease.

Changing Research with Photovoice

In recent years, there has been a significant increase in the number of inclusive studies carried out (Brooks & Davies, 2008). Historically, people with developmental disabilities have been put in the background of research while researchers had a preference to use the opinions of caretakers and family rather than asking the actual subject. Additionally, in the past, people with a disability were institutionalized. While in these institutes, photographs were taken and made visible to showcase what was being hidden. Though it was deemed rude to stare, the disabled body is a visual paradox; it is at once to-be-looked-at and not-to-be-looked-at (Thomson, 2001). It wasn't until the passage of the Mental Retardation Facilities and Community Mental Health Center Construction Act of 1963 and similar legislation that led to the decline of custodial care and institutionalization, and the increase in community-based treatment. Pity or fear have been, and still are, common attitudes our society holds toward individuals with disabilities (Carter & Van Andel, 2011, p. 6). These attitudes often put the focus on the disability instead of recognizing the individual as a person who has the capacity to learn and to contribute to society.

Through the method of Photovoice analysis, these past problems with research can be addressed. With photovoice, it allows this population that was previously made to be looked at, the opportunity to take control over the photos and the voice being put out about them. People with a disability need to have a dominant role in research because they are "experts by experience" and through research they can gain feelings of respect, value, self-esteem, and confidence. Participatory research is needed in order "to increase

the control, power, and meaningful participation of people with disabilities in the research process” (Dorozenko, Bishop, & Roberts, 2016, p. 199). In fact, one study done was Allmond’s (2018) Georgia Southern University Honors Thesis entitled “Using Photovoice with Adults with Developmental Disabilities to Measure Camp Goals.” The thesis identifies benefits of equal engagement in research, understanding of mindsets, and a grasp on the goals and learning objectives of camp. “Despite the varied levels of disability among participants ... it demands the removal of any preconceived biases relating to the abilities of those with developmental disabilities to discern and elaborate on a complex topic ...” (Allmond, 2018, p. 27). A second study by Teilhaber (2016) sought to understand the impressions of a weeklong camp experience for adults with cognitive disabilities. Data were collected through the form of surveys sent to participants following camp, with questions addressing conceptual, social, and practical domains. Results showed improvement in relation to these domains. Another study was by Monk (2016) and examined the loss of socialization opportunities for individuals with disabilities following aging in correlation to perceived quality of life. Her research explored how participation in a camp environment can increase these perceptions through participation in recreation and social activities. A survey was administered and results ultimately found that camp experience do increase perceptions of quality of life for these individuals. Recreational Therapy applied through a camp setting would seek to improve all six domains in an individual with a developmental disability in the ideal way. To set a basis on standards for domains the following are the understood average goals and objectives for individuals with developmental disabilities.

Physical Domain

The physical domain refers to skills used in movement, sensation, and are fundamental to maintaining physical and emotional health. This generally may include ambulation, balance, coordination, endurance, motor skills, flexibility, strength, and visual and auditory perception. Specifically, for individuals with developmental disabilities, the physical domain should focus on good oral hygiene (Stumbo & Wardlaw, 2011, p. 24), mobility, self-care, poor muscle tone, high blood cholesterol, poor motor planning, and obesity.

Emotional Domain

The emotional domain refers to the skills used in expression or communication of feelings or affect. This includes anger management, tolerance, coping, autonomy, values, locus of control, and motivation. For individuals with developmental disabilities, one should focus on an inability to understand, identify, control, and express emotions and rejection adjustment.

Spiritual Domain

The spiritual domain refers to subjective well-being and meaning in life and is observed with prayer, ritual, and expression of comfort. Commonalities of the spiritual domain include connectedness, meditation, rituals, meaning of life, and quality of life. Spirituality may be the hardest of the domains to gauge as it is personal to each individual. However, for individuals with developmental disabilities, finding a sense of purpose and a sense of self-direction are very all-encompassing goals.

Social Domain

The social domain refers to skills displayed as individuals interact with others and engage in major life activities and community life. This includes boundaries, communication skills, physical contact, cooperation, etiquette, teamwork, sportsmanship, trust, and participation. For individuals with developmental disabilities, the social domain is one of the chief domains to focus on. It is important for these individuals to focus on verbal and nonverbal communication as developmental disabilities limit the ability to find meaning in sounds and gestural patterns. “Social maturity and satisfactory adjustment is acquired in play situations throughout the formative years” (Dunn & Leitschuh, 2006, p. 500). People with disabilities have fewer relationships than their peers (Schleien, Green, & Stone, 2003). A lack of social competence contributes to limited opportunities for inclusion (Cory, Dattilo, & Williams, 2006). In addition, appropriate conversation openings and closings, maintaining eye contact during conversation, listening attentively, physical proximity to others while talking, taking turns at appropriate times, and setting boundaries for self-disclosure (Stumbo & Wardlaw, 2011, p. 24).

Cognitive Domain

The cognitive domain refers to skills displayed in thought processes, intellectual functioning, learning, and knowing. This can include effects such as attention, concentration, concrete and abstract processes, following directions, memory, problem solving, and sequencing. For individuals with developmental disabilities this can mean learning delays, decision making skills, conceptual and practical intellectual functioning, language, reading, writing, money concepts, and self-direction.

Leisure Domain

Finally, the leisure domain refers to skills assessed to determine recreation competence and potential benefit from engagement. This generally includes awareness, interests, barriers, modifications, resources, skills, time management, and accommodations. For individuals with developmental disabilities this includes reviewing options for leisure involvement, planning for involvement in leisure events, making choices about segregated or inclusionary participation, deciding which leisure activities are most enjoyable, and reducing problems or barriers to leisure involvement (Stumbo & Wardlaw, 2011, p. 23).

Research Questions/Hypotheses

“What have you learned at camp?” was the basic question being asked. More specifically, I asked participants at Camp Sunny Skies who were willing to participate in my study, “What does this picture show that you have learned at camp?” so that we can ensure that lessons are learned and activities at camp can be more centered towards camper goals and addressing all 6 domains of recreational therapy in order to improve overall quality of life.

I used the method of Photovoice. Photovoice is a method of research which gives voice to a population that has been deemed vulnerable and at risk to be taken advantage of in a research setting. In order to complete a Photovoice analysis, you give participants a camera so that they can document their answers to questions or a prompt using photography. Afterwards there is a focus group that is held to further discuss answers based on the pictures that were taken. With any type of qualitative research, it was important not to go into the study and data collection with any preconceived idea of what I wanted as results because this may lead to bias in the data collection and analysis. However, I did hypothesize that there would be an occurrence of camp goals (typically healthy eating, friendship, or knowing everyone’s name), which are made individually by each camper at the start of the week, in participants’ responses because these are reminded to campers each day and campers are congratulated for meeting goals. In my research, I categorized participants’ responses into the six domains of recreational therapy (physical, leisure, emotional, social, spiritual, and cognitive). While I did not hypothesize the results, I was very intrigued to discover which of the six domains were

most common and which were lacking from the camp activity programs. Participants should have benefited from this experience by gaining an amount of independence in being able to speak for themselves and participants should feel respected because their opinion is valued and they were given control.

Results

The photos taken and comments made during the focus groups were all used to compile the results of the research. The comments were analyzed and classified into the six pre-determined domains of recreational therapy: physical, leisure, emotional, social, spiritual, and cognitive. Once the comments were categorized, data was further analyzed, and subcategories were determined which is presented in each domain section.

Photographs and quotations are used as needed, but the entire transcriptions can be found in Appendix A and Appendix B. An overview of the distribution of comments can be found in Figure 1.

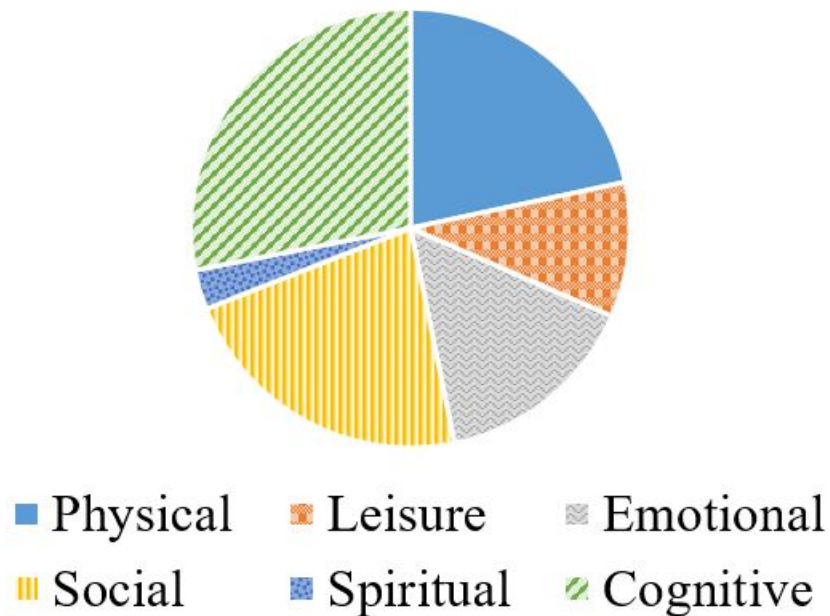


Figure 1. Domains learned at camp. This figure shows the distribution of comments given once sorted into the 6 domains of recreational therapy. *Physical*

The physical domain was the 3rd largest domain that participants reported they learned at camp. Within this category most comments came from locations such as the gym, the giant swing, the zipline, the archery range, the fishing dock, and the cafeteria. From analyzing the physical domain responses, four subcategories emerged which include activities, health/hygiene, safety, and endeavors. See Figure 2.

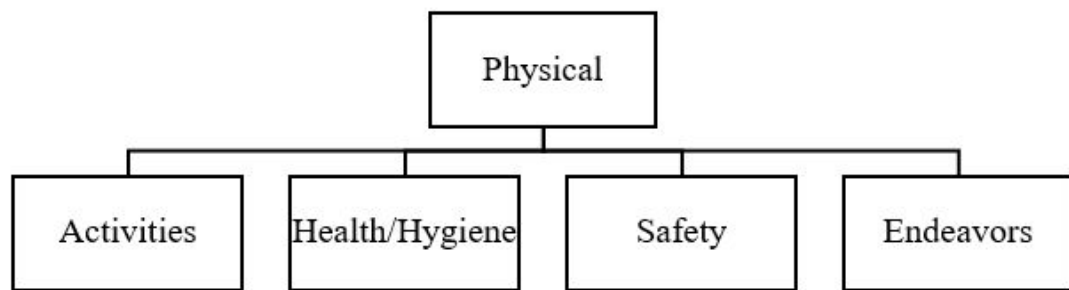


Figure 2. Subcategories of the physical domain. This figure shows the division of responses under the physical domain.

The first of the subcategories is activities. This refers to the different physical activities that campers learned as well as the skills and talents that were discovered at camp. For this subcategory, participants spoke often of sports that occurred in the gym such as basketball. For example, one male participant after seeing a photograph of the gym said, “We can play sports in the gym and understand what the rules are.” (Appendix B). Another participant referred to a picture of the karaoke stage being set up in the gym and says, “In this one we learned how to do karaoke tonight.” (Appendix A). Other activities learned around camp included archery where participants said, “We learned

from archery how to use the bow and the arrow.” (Appendix B). As another participant joins in with agreement, “Yeah yeah and to aim it.” (Appendix B). When looking at pictures of the zipline, participants spoke about learning to do the giant swing and zipline at camp while other participants said they simply learned, “To do activities.” (Appendix A).

The second subcategory is health/hygiene. The most addressed thing in this subcategory was washing hands both before you eat, “I went to wash your hands before you eat or prepare a meal before you start cooking. Like cooking your food and wash your hands if you touch something dirty and do it at least three times.” (Appendix B) and after doing arts and crafts,

That you are always gonna, you always want to one wash your hands whenever you’re done with arts and crafts because there’s a sink right there. You always want to wash your hands before you leave because you might have paint on your hands. (Appendix B)

It was also brought up in both focus groups that you should wash your hands after you pet animals as seen in the following comment from a female participant, “That you should wash your hands before and after you pet the goats.” (Appendix A), as well as by another male camper in the opposite focus group stating, “Yes to wash your hands and everything like after fishing and petting goats.” (Appendix B). Another health/hygiene theme was getting dressed which can be seen in both comments made by a female participant, “You taught me how to look fashionable.” and “You taught me how to look sassy!” (Appendix A). After examining photographs of the cafeteria, the last two themes came out of keeping a clean area and having balanced eating as seen in the following statements which all play a role in the health/hygiene of an individual.

I would probably show that this one, like how we clean our tables. I think my mom has said this to me a couple of times, always leave or when you're leaving your area, keep it clean or cleaner than you left it. (Appendix B)

That eating healthy goes a long way. I mean it can improve your health in the long stretch. It does things that can really boost your energy and not get you sick and not make you have to do all these things to make yourself better again. That's what it does for me. (Appendix B)

The next subcategory is safety. In this context, safety is referring to physical safety during exercising and while do aquatic sports. One participant even stated that one of the pictures, "reminded me that if you don't work out, if you don't stretch, if you don't get everything loose, you can hurt yourself." (Appendix B). Another participant after viewing photos taken at the fishing pier said:

When you're um with the orange vest and you're going out with the paddle boat, this was already pretty much said, but it's safety first. Pretty much whether you can swim or not, it's just a safety rule in case you fall in the water. (Appendix B)

The final subcategory is endeavors. Endeavors refers to participants identifying that they learned to try their best at their endeavors while at camp. Some participants acknowledged that they had already tried their best while at camp and had success in activities. One participant boasted, "Yeah. I went down there. I went back, way back and I went straight out over that water and I made it. Yeah, I did that." (Appendix A). Another success example is from one male camper who is reminiscing on a talent show act he learned in the room shown in the photograph. He states:

Yeah I guess like this is also like where Michael showed me that song. The Uptown Funk song and I would say when I was up there on that stage, I am not a huge fan of being up on stage by myself because it is almost

another step type thing like out of my comfort zone. I'm definitely glad I did it because this is kind of another one of those steps of doing something I'm not use to doing. (Appendix B)

Other participants recognized that it was something they are still learning to do at camp.

For example, one male participant stated:

I'm not really a huge person with like the thrill ride and there is definitely a thrill in that but I guess I want to try and see if I can do it and keep it going I guess but it's definitely a leap for me to do something like that. (Appendix B)

Emotional

The emotional domain was the 4th largest domain that participants reported they learned at camp. Within this category most comments came from locations such as the zipline, giant swing, archery, the fishing pier, restrooms, and from pictures of people that they knew from around camp. From analyzing the emotional domain responses, five subcategories emerged which include overcoming fears, appreciation, self-perception, patience, and humor. See Figure 4. The emotional responses were sorted as such because the answers collected contained indication towards one's circumstances, mood, or relationships with others.

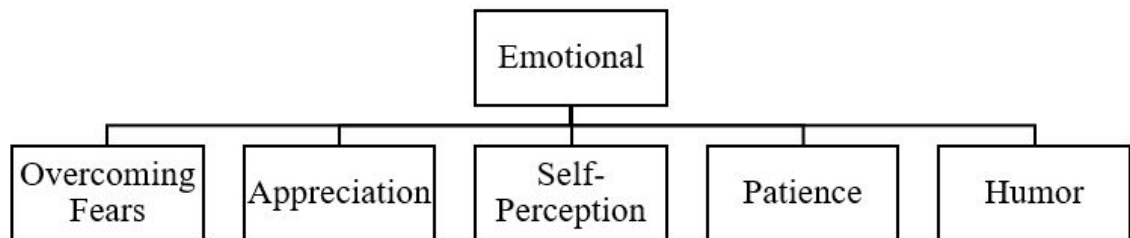


Figure 4. Subcategories of the emotional domain. This figure shows the division of responses under the emotional domain.

The first subcategory is overcoming fears. Conquering fears was commonly presented as one female states, “To conquer my fears, to conquer my fear of heights.” (Appendix A). Most of the fears presented were of heights; although some participants used conquering their fears as a metaphor for their life. One male participant stated:

Yeah with the giant swing particularly. I can show that I am not afraid. I am not afraid of heights. I can show that I can go to extreme heights and not even be remotely afraid and conquer my fear of heights and still show the world, I am stronger than my fear. (Appendix B)

The participant carries on saying:

I teach a class every Thursday at Jared’s place, Jump High, I think some of you may have heard of it and when I look at this picture, I see a challenge. I see a challenge but it is how you go forward with the challenge that matters. Getting up that tall building to the top, even if you do get it to the top and don’t zip off, you’re still a champion. At least that’s what I think because every week I practice going up really high ropes courses because it’s a part of that and it shows that I can still, like I said before, overcome my fear and show the world that others too can do it. (Appendix B)

The participant sees conquering his fears as proving to the world that he is more than he seems. He carries on saying that this is something he tries to teach others and praises any level of attempt no matter is you just climb the tower or zipline all the way down.

The second subcategory is appreciation. Appreciation is in reference to participants appreciating the actions others have done or the characteristics and personality traits of others. One participant was speaking about a photo of one of the camp counselors that helped her to do the zipline. She states that this camp counselor, “He tricked me, no he convinced me.” (Appendix A). The participant changes the connotation of the sentence because she admires and appreciated what this camp

counselor did. Another participant in reference to a picture of the goats stated, “That they were really sweet.” (Appendix A) while another participant in reference to a picture of the researcher said, “You’re always happy.” (Appendix A).

The next subcategory is self-perception. Self-perception is defined in this research as recognition of self and one’s own limits and abilities. When presented with a photo of the zipline, one participant said, “I did the swing no problem but that one is too way high up.” (Appendix A). This participant is recognizing their own perception of fear. To add to this point, another participant stated:

For me definitely, heights. I feel like I’m getting better at now but that’s definitely um I wouldn’t say as much of a thrill but it’s more me getting better with the heights. I do feel like I’m getting better.” (Appendix B)

Again, the participant is recognizing that they are afraid of heights and thrills but would like to get better and thinks that they are getting better.

Another subcategory is patience. This category came up in random locations around camp but was very consistent in explanations. After seeing pictures of the zipline, one participant said, “Because you have to wait your turn and let everyone get a chance to do it so I would definitely say it’s a patience one.” (Appendix B). Later in the session, another participant elaborates on the idea of patience at the fishing pier by saying:

We just went fishing today actually and the one thing that I learned the most and that you need the most is patience. Patience is a virtue and when you get a fish it’s always a great things and of course I only caught one because every other bait I would put on there it fell off or would peel off. So, I was patient until the end and then I said, I’m done, im going on the paddle boats, adios. (Appendix B)

The last subcategory is humor. The category came up very organically when a picture was shown to the second focus group. This photograph was of the restroom by the

treehouse. This restroom is a compostable toilet which is why a lot of the group agree with the statement of one participant when he said, “It’s the most repulsive place I’ve ever been to.” (Appendix B). More joking around occurred when participants shared what the restroom had taught them and one male participant answered, “Even in nature you still gotta go!” (Appendix B) while another male participant quickly followed with, “Doesn’t matter where you are, there’s always a bathroom and somewhere to go safely.” (Appendix B).

Spiritual

The spiritual domain was the smallest domain that participants reported they learned at camp. Within this category most comments came from locations such as the cafeteria and the treehouse. From analyzing the spiritual domain responses, two subcategories emerged which include religion and mind and body. See Figure 6.

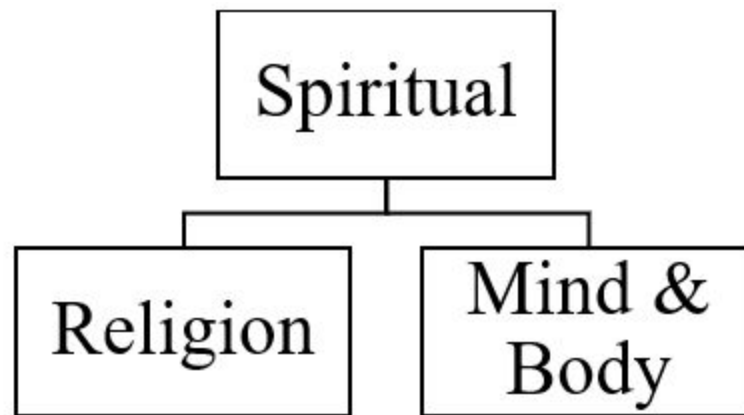


Figure 6. Subcategories of the spiritual domain. This figure shows the division of responses under the spiritual domain.

The first subcategory is religion. Religion was brought up twice during the focus groups, once in each group. In the first group, one participant while looking at the sign

for the chant done before meals stated, “This signs teaches us how to pray...before every meal.” (Appendix A). Then in the second focus group, a participant made the comment, “Yes God has blessed us with that.” (Appendix B) which was in response to a conversation about the weather.

The second subcategory is mind and body which the responses defined as an individual caring for themselves in a way that enriches the mind and body which was clear when one participant responded to the paddle boats by saying, “It just taught me to relax and hang”. Another individual talked about the area below the treehouse by saying, “I think there need to be another place to um you know how it’s kinda out in the woods. It’s a good place to kind of like be in a quiet place. So if you are a person who likes to be in a quiet place away from everyone else...I kinda think about it like a place to be in a quiet setting.” (Appendix B).

Social

The social domain was the 2nd largest domain that participants reported they learned at camp. Within this category most comments came from locations such as the gym, cafeteria, the camp welcome sign, and arts and crafts. From analyzing the social domain responses, three subcategories emerged which include collaboration, making friends, and learning names. See Figure 5.

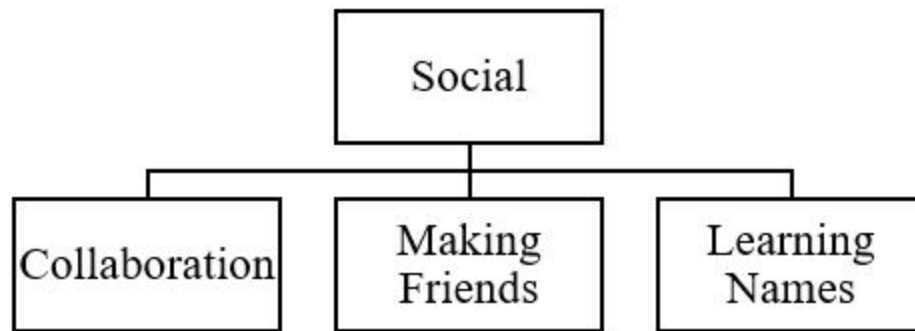


Figure 5. Subcategories of the social domain. This figure shows the division of responses under the social domain.

The first subcategory is collaboration. Collaboration was defined in the results as people working together or coming together. The following statements from Appendix A are all examples of collaboration brought up in the focus groups, “We took that picture together.”, “Me and David were doing that.”, “We go outside together and play together.”, “Yes to play with everybody.”, and “She’s always been there for me.”. Participants were shown pictures they had taken of their lunch tables and one participant stated, “I’m pretty sure I took this picture of table 2 because that’s our lunch table. I’m pretty sure I took this picture because table 7 is the guys table.” (Appendix A) and when asked what the lunch tables show that she has learned at camp, the participant responded, “To be friendly.” (Appendix A) and another participant quickly followed with, “And to eat with other groups.” (Appendix A). Even within the focus groups, the participants are exemplifying and explaining that they have learned to do things together and work together. In the second focus group, when examining a picture of the welcome sign for

camp, one participant said the word, “Family.” (Appendix B). The participant then explained:

The reason I say the word family is because when you’re at camp compared to home everyone is in some way brother and sister because one thing that everyone shares, is the blue skies so if you look at it dealing with this picture, everyone here is your brother and sister in some way because you’re always at camp. You should always play and get along, participate with everyone. (Appendix B)

With the same photo, another participant explained:

When I look at this, I think of, you know, I didn’t realize how big it was. I didn’t realize how special this camp was going to be until Brady came home that night, that week that I couldn’t come to camp because I was still having a full time job and he said to me, “You’ve got to go. You’ve got to check this out because…” and this was his words not mine, he said, “…the GSU students were the best thing that have ever happened to him.” And I could say the same. I could say the exact same. Yall have changed our lives and without you guys, we wouldn’t be here and that’s extremely special.”

One participant when thinking about arts and crafts summarized the thought of collaboration by saying, “Everyone’s always welcome.” (Appendix B).

The second subcategory is making friends. When asked what they learned at camp, one participant said, “We made friends like you guys.” (Appendix A). throughout the rest of the focus group, this participant was quick to remind everyone what she had learned about friendship often stating, “Sometimes Amelia teaches me-sometimes Amelia teaches me about friendship.” (Appendix A). In the second focus group, when shown the camp welcome sign, one participant summed up what he had learned at camp with, “I maybe have one word for it. Friendships.” (Appendix B).

The final subcategory for the social domain is learning names. This domain is simple and involves participants seeing pictures of individuals they know around camp

and stating that they had learned their names. For example, one participant saw a picture from the gym and point out, “The red bandana around his head, his name is Sam.” (Appendix A). Very quickly, other participants pointed out other people in the picture they knew. One participant followed with, “And the purple bandana around his head um that’s Harold.” (Appendix A) and finally another participant said, “I’m pretty sure her name is Carrie.” (Appendix A).

Cognitive

The cognitive domain was the largest domain that participants reported they learned at camp. Within this category most comments came from locations such as the farm, tree house, giant swing, pottery, and the woods around camp. From analyzing the cognitive domain responses, four subcategories emerged which include do it yourself, animal care, environmental consciousness, and memory recall. See Figure 7. The cognitive domain largely holds comments that were pertaining to the thought process, learning, knowing, and memory.

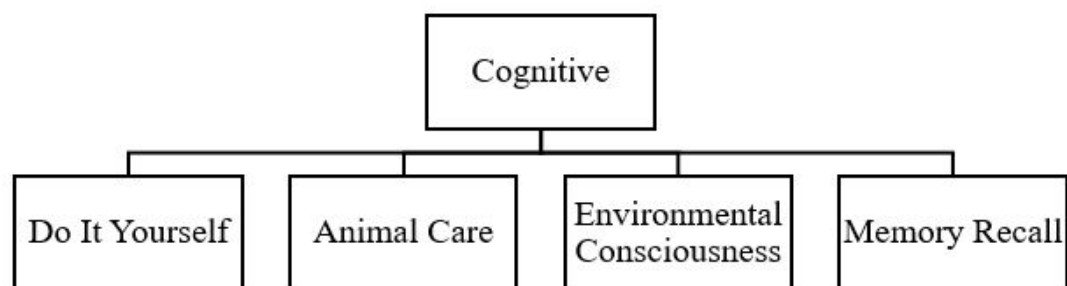


Figure 7. Subcategories of the cognitive domain. This figure shows the division of responses under the cognitive domain.

The first subcategory is do it yourself. This subcategory is defined by participants recalling activities or crafts around camp that they can do themselves. For example, while looking at pictures of alpacas at the farm, one participant remembered, “Yeah that the humans took and made the yarn.” (Appendix A). In the next focus group, viewing similar pictures of alpacas on the farm, another participant elaborated further on using the alpacas to make yarn. He said:

So she mentioned that they take the fur and they um and then they have someone that gets either the bad stuff out of it, I think, if I remember, and um and then they’ll bring it back to them and they’ll, I guess, either they do it or they have someone else do yarn also. I think those are some of the things I kind of picked out. I think I remembered from that. (Appendix B)

Also at the farm, a participant pointed out the crops that they grow themselves at camp:

Mhm Kay, one thing is on the farm, it tells me or shows me that even at camp, this is still a good way to grow your own crops because you’re still eating the food they grow here. Not somewhere else.

Another thing noted on the farm pictures were the people made from items found around a garden. One participant said, “Shows what you can make out of old stuff, like a person.” (Appendix A). Another participant elaborated on this thought and stated, “Taking old stuff and making it new!” (Appendix A).

The second subcategory is animal care. Since there are lot of animals around camp, participants shared a lot of interesting statements on how to care for certain animals seen in the photographs. For example, when shown pictures of the goats at camp, one participant said, “That you have to feed them and give them lots of water them and everything.” (Appendix A). He was explaining how to care for the goats in the picture.

Another example of this is when a participant sees a photograph of the old bee hive, he states:

It's in the last one, but did you see back there? I mean, the bees are dead but did he tell you about why they died? It's about, like, there was no babies, like, for some reason they were really starving there so they had to eat their babies. They all starved to death because they did want to eat their babies. It's really sad and all, I mean, for the babies and all. Yeah, you can see it in there too. (Appendix B)

The participant is explaining the life cycle of bees that he learned about at camp.

In addition, he is displaying empathy for the bees and what happened to them.

The next subcategory is environmental consciousness. The subcategory contains statements that show environmental awareness in participants. This is seen when a participant makes the statement, "That we can save the environment by planting trees." (Appendix A). Another example is when participants are shown the solar panels at camp and asked what the solar panels show that we've learned at camp, one participant says, "How to save energy." (Appendix A). In the second focus group, another participant references the solar panels again and states, "Actually, referencing to that one. The sun is right there and the sun, in other pictures. We also have solar panels and the sun gives you energy so it helps the camp preserve energy." (Appendix B). The subcategory also shows mindfulness of participants surroundings. For example, when the second focus group was shown pictures of the woods around camp, one participant says that he learned, "Different animals grow in nature. You never know where they are, how big they are, or where they are." (Appendix B). In addition, another participant added to that point by saying, "There's always plants that you want to be careful around. A lot of plants you

want to be careful around if you don't know what the leaves look like. Something anybody can learn is what to look for.” (Appendix B).

The final subcategory is memory recall. The following examples are statements made during the focus group that exemplify participants saying they know certain places or items in the photographs. These statements are pure recall from their memory of things that happened previously at camp. This statement is of an item in the pottery photographs, “I know the name of this one actually. Uh it’s called a kiln.” (Appendix A). Other examples from appendix A include, “I know where that is.”, “I know that area.”, and “I know what this is.”. When examining a picture of a sky, participants were asked again what this picture shows we’ve learned at camp and one participant chose to say, “Well yeah it describes the name of the camp logo.” (Appendix B). Finally, memory recall also proved to be recall of past camp experiences from previous years. One participant described the first time she came to camp by saying, “It reminds me of when I was little and I would get scared of going to the new camp for the first time. It reminds me of it.” (Appendix A).

Leisure

The leisure domain was the 5th largest domain that participants reported they learned at camp. Within this category most comments came from locations such as pottery, fishing, and arts and crafts. From analyzing the leisure domain responses, two subcategories emerged which include creativity and aquatics. See Figure 3. Leisure responses were determined by the vocabulary used in responses. For example, if a participant said they learned how to play a sport, the statement was sorted into a different

domain because they learned things about the activity. However, if a participant said they learned they enjoyed playing a sport, it was considered part of the leisure domain because it is a leisure activity they found they enjoyed taking part in.

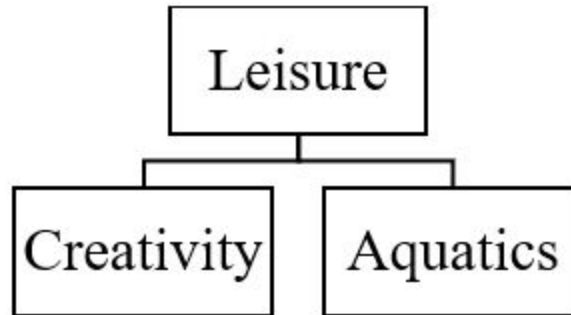


Figure 3. Subcategories of the leisure domain. This figure shows the division of responses under the leisure domain.

The first subcategory is creativity. Creativity was found in the artistic places around camp such as in the pottery building and within arts and crafts. One participant chose to describe a picture from arts and crafts by saying:

Well when I look at these pictures I think of how creative I can be. I can put paint on a canvas and create something that even blows my mind when I do it. It represents something from deep within you and so that's what I got from it. (Appendix B)

The participant talks about how at camp, he can be creative beyond ways he thought and be able to express his ideas to others. This is something the participant says he can do. He can be creative in his leisure.

The next subcategory is aquatics. Aquatics included activities that participants said that enjoyed doing such as one male participant saying, “No, I learned to enjoy the big fish.” (Appendix A) and another female participant stating, “I went paddle boating yesterday!” (Appendix A). These participants enjoys fishing and paddle boating in their leisure time.

Discussion

The primary goal of this research study was to discover what was being learned at a week-long camp for adults with developmental disabilities. Once broken into the six domains of recreational therapy, it is clear to see that the camp is achieving all six domains of recreational therapy that are aimed to improve quality of life.

Within the physical domain, the participants reported that they learn activities, health/hygiene, safety, and endeavors while at camp. This is fairly aligned with the literature on physical domains of individuals with developmental disabilities. Individuals with DD should be focused on good oral hygiene (Stumbo & Wardlaw, 2011, p. 24), mobility, self-care, poor muscle tone, high blood cholesterol, poor motor planning, and obesity. This camp and these participants identified self-care, obesity, and good oral hygiene. The physical domain at camp could benefit from more learning opportunities for motor planning and muscle tone. Overall, the physical domain was well represented.

In the emotional domain, individuals with developmental disabilities often have an inability to understand, identify, control, and express emotions and usually rejection adjustment. Once again, the results of this study reveal how beneficial the programming of a camp setting can be for individuals with DD. Within the emotional domain, results

indicated that participants learned to overcome fears, find appreciation, discover self-perception, harness patience, and enjoy humor.

The spiritual domain was the least prominent in the results but still stood out. Individuals with developmental disabilities have trouble sometimes finding a sense of purpose and a sense of self-direction. However, examining the results, the participants at this camp have chosen to be aware of a higher power in their individual lives and even have reported enjoying taking a moment for themselves to relax and reconnect with themselves.

Also well represented were the social and cognitive domains. The social domain identified that individuals with DD have fewer relationships than their peers (Schleien, Green, & Stone, 2003). Based on the result of this investigation, the camp setting is positively astonishing with the amount of social opportunities and the capability of individuals with DD to pick up on social cues. Participants at this camp identified collaboration, making friends, and learning names which according to Cory, Dattilo, & Williams, should not occur because of a lack of social competence which contributes to limited opportunities for inclusion with individuals with DD (2006). In addition, the cognitive domain received the most attention at camp with a majority of responses being sorted into the domain. Individuals with DD according to the literature struggle with learning delays, decision making skills, conceptual and practical intellectual functioning, language, reading, writing, money concepts, and self-direction. According to the results of this investigation, participants were more than capable of articulating what they had

learned at camp with often long explanations and metaphors that connected camp life to their real life.

The leisure domain stands out as minimally impacted according to the results. Improvement in leisure for individuals with developmental disabilities would include reviewing options for leisure involvement, planning for involvement in leisure events, making choices about segregated or inclusionary participation, deciding which leisure activities are most enjoyable, and reducing problems or barriers to leisure involvement (Stumbo & Wardlaw, 2011, p. 23). Within the results, participants clearly noted which leisure activities they found enjoyable and the camp setting is ideal for eliminating barriers to inclusion.

This study demands the relabeling and rethinking of society's awareness of individuals with DD. The participants in this study should serve as the example of the kind of excellent and well thought out ideas that would be well known if only society were to take the time to ask. In fact this research should cause people to rethink previous research and wonder what results could have come from them or what breakthroughs would have happened sooner if these individuals had been given the opportunity to participate directly. It demands the shameful ideology of the past to be cast aside because the thought that individuals with developmental disabilities are not equal is simply not true. "Be kind to people and people will be kind to you and you just do the same thing back to others." (Appendix B).

Limitations and Future Directions

Similar to past studies, there were limitations in the number of participants.

Although this research had the capacity for many more participants, campers preferred to go to other free choice activities. This could be for a variety of things including interest in other activities or a lack of understanding of the depth of the project. In addition, materials required were a limitation as the cameras used were not the highest quality and used up a lot of resources. While the simplicity of the cameras were appreciated, the constant need to change batteries every 30 minutes caused confusion in participants and slowed down the process of data collection. Another limitation was the time constraints both between the physical times of camp and the attention required from the researcher. Since the camp only runs for one week, this only allowed one week for all testing to occur and if anything were to happen such as weather that would not allow for testing to occur, the study would be over. Additionally, the time constraints of being the researcher is taxing. Since the researcher also plays a role in being a camp counselor, many parts are played and all require attention and time. A strong potential limitation could be the relationship to the researcher. Since the researcher has attended this camp before, the familiarity to the participants could have persuaded participation from campers.

In the future, further studies are needed to help expand on each broad domain laid out in this research. The potential of a long-term study in which the researcher would be able to implement new activities to help increase lacking domains would do nothing but improve camp activities. In addition, participation from campers could be increased potentially by offering this opportunity as a chance to have a hand in research instead of as a photography club free choice. In retrospect, the concept of it being a photography

club free choice may have been undermining the cognitive capacity of understanding in adults with developmental disabilities. In fact, throughout data collection, participants would mention the research being done and had a full grasp on why what they were doing mattered to the researcher and to the community of individuals with DD. Another suggestion for future research would be to divide participants into gender or age and do a more intensive study on what different demographics are learning at camp. Furthermore, does the learning taking place at camp increase or decrease the more times a camper returns?

Reflective Critique

From the beginning of my thesis I have learned a lot. I learned that in order to write a whole thesis and not want to quit prematurely, you have to be in love with your topic. Luckily for me, through my thesis I realized that Recreational Therapy is 100% the field for me and I have a continuing fascination for it. My research helped me in understanding the importance of evidence-based research. This is something stressed in a great deal of classes and it is something that will be a useful skill in my future. During treatment team I will need to advocate for my clients to get them the best treatment for them. To do so I must be able to prove that the work I am doing is justified and is effective. Evidence-based research not only saves time but also money for a facility and ensures that clients are getting the most out of their treatment sessions.

Additionally, my thesis has helped me decide that I want to work with individuals with developmental disabilities for my career. After doing the literature review and working with the population for the past year, I have learned not to underestimate the

population. Individuals with developmental disabilities have the same wants and needs as anyone else and being able to allow them a voice in a conversation about themselves is an unbelievably splendid opportunity.

Furthermore, I learned that it is okay to make mistakes and have changes to your research. I made a dozen changes from the topic to the data analysis and countless changes of locations and cameras and participants while just trying to set up data collection. Changes and mistakes in your research don't mean you have messed up; it means you are improving your research skills and adapting to improve your field of study. I am honored to get to delve so deep into recreational therapy and see the real-life application of my studies.

Finally, I learned so much from the campers that were there. The camp that everyone goes to and the camp I did data collection at means so much more to campers than I ever thought possible. They are taught so many skills that are hard for them to learn without an open and inviting environment that camp gives. Campers engaged with me all week about what kind of research I am doing and how it will impact me and offering help any way they could. Camp Sunny Skies means more than simply a camp for a week, it's a friendly face, a helping hand, and a home for all. During my time working on my thesis, I have adopted a saying that has become my new life motto, "Be the change that is needed in the world". This is what I strive to achieve with my work and how I want to live the rest of my life.

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Appendix A

Transcription for Session 1

Interviewer: So, I'm going to go ahead and explain a few things before we get started. Today it's very very important that we listen to exactly what I'm saying and we speak one at a time. Does everyone understand that?

Group: Yeah.

Interviewer: Awesome. When you have something to say about any of the pictures we are going to present to you, you're just gonna raise your hand and I'll call on you. Make sense?

Group: Yeah.

Darby: No speaking out of turn.

Interviewer: Exactly Darby, no speaking out of turn. Thank you. So welcome back and thank you all for coming today. So, today by being here you are still going to be a part of photography club and you're still going to be helping me out with my school project that I'm going to be doing. So if at any point you don't want to answer questions anymore or you don't want to talk about a picture or you would prefer to do something else you can let either myself, Dr. Observer 1, or Dr. Observer 2 know and we'll find something else for you to do with this time. Sound good?

Group: Yes.

Interviewer: Awesome. So we are going to pull out pictures one at a time or some as a group that we all took yesterday and we're just going to ask some questions about it and yall can say whatever you want but remember if you want to say something you just raise your hand and I'll call on you and that's when you know it's your time to talk.

Group: Okay.

Interviewer: So we want to remember that we don't want to hurt anyone's feelings so even if we see a picture that we may not necessarily like, we want to try and keep that kind of feeling to ourselves, but if you have an opinion about what the picture taught you at camp you can share those opinions. So now I'm gonna make sure that everyone is okay with being audio-recorded today for the purpose of my project. We're going to go one at a time and I'm gonna ask each one of you to let me know that you are okay with being audio recorded today.

Observer 2: and you're gonna say they're name.

Interviewer: Yes. So, I'm gonna start over here. So today is March 21st, are you...can you state your name

Amelia: Amelia.

Interviewer: Amelia are you aware that you're being audio-recorded and is that okay with you today?

Amelia: Mhm-hm.

Interviewer: Awesome. Alright can you state your name for me?

Henley: I'm Henley.

Interviewer: Henley, thank you Henley and are you aware that you're being audio-recorded and is that okay with you?

Henley: It's okay with me.

Interviewer: Awesome can you state your name for me?

Darby: My name is Darby and I don't mind you recording me.

Interviewer: So, you don't mind being recorded today?

Darby: No.

Interviewer: Awesome, can you state your name for me?

Reginald: My name is Ray and uh I like to catch fish a lot.

Interviewer: That's awesome Reginald. Are you okay with being audio-recorded today?

Reginald: Yeah.

Interviewer: Okay, can you state your name for me?

Meredith: I am Meredith.

Interviewer: Awesome Meredith and are you okay with being audio-recorded today?

Meredith: Uh yes.

Interviewer: Okay and...

Kami: My name is Kami and I'm okay with it.

Interviewer: Okay awesome thank you Kami.

Kami: You're welcome.

Interviewer: So, we're going to start this and remember at any time if you want to leave you have that option. So, we are going to start with the first few pictures. Remember that if we want to talk, we have to raise our hand. Yes Darby.

Darby: Jerri.

Interviewer: Do they have to consent to being audio-recorded?

Darby: No Kami, did she say it?

Interviewer: She did.

Observer 2: Thank you for checking on that.

Interviewer: Thank you Darby. So, the first pictures were going to show you are of the farm. So, these are the pictures we took and you guys can pick them up and pass them around if you need to.





Henley: Which one did me and her take?

Interviewer: You're gonna have to look at them to let me know which ones you took.

Henley: We didn't take this one did we?

Interviewer: So, I'd like to ask you, if you have any thoughts on what these pictures show us that you learned at camp?

Henley: Um I can't remember if this one was taken by me or her.

Interviewer: I'm not sure but next time you speak can you raise your hand please Henley. Thank you.

Henley: Um I can't remember if this one was taken by me or her.

Interviewer: I'm not sure but I think you guys took a picture of the alpacas. So, what do the alpacas show us that you've learned at camp?

Henley: That they were really sweet.

Interviewer: That they were really sweet, thank you Henley.

Kami: That they save the hair for the yarn.

Interviewer: Thank you Kami. Does anyone else have anything else to say about what these show us that we've learned at camp?

Observer 2: I just wanted to say to everybody that it doesn't matter who took the picture, so you can say something about any picture if you want to.

Interviewer: Does anybody have any more thoughts? Alrighty. Then I'm gonna take these back up.

Darby: Actually, I hadn't seen those two pictures yet.

Interviewer: Did you want to see them? There you go Darby. I'm gonna take these back.

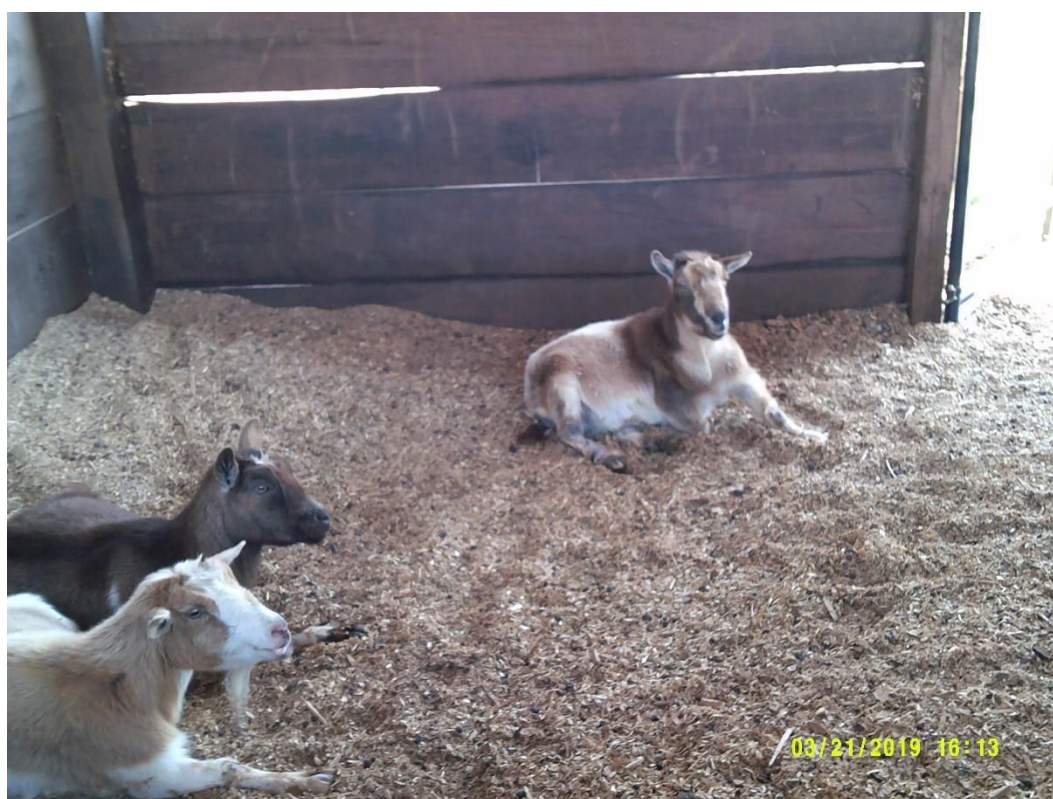
Darby: I must have taken this one.

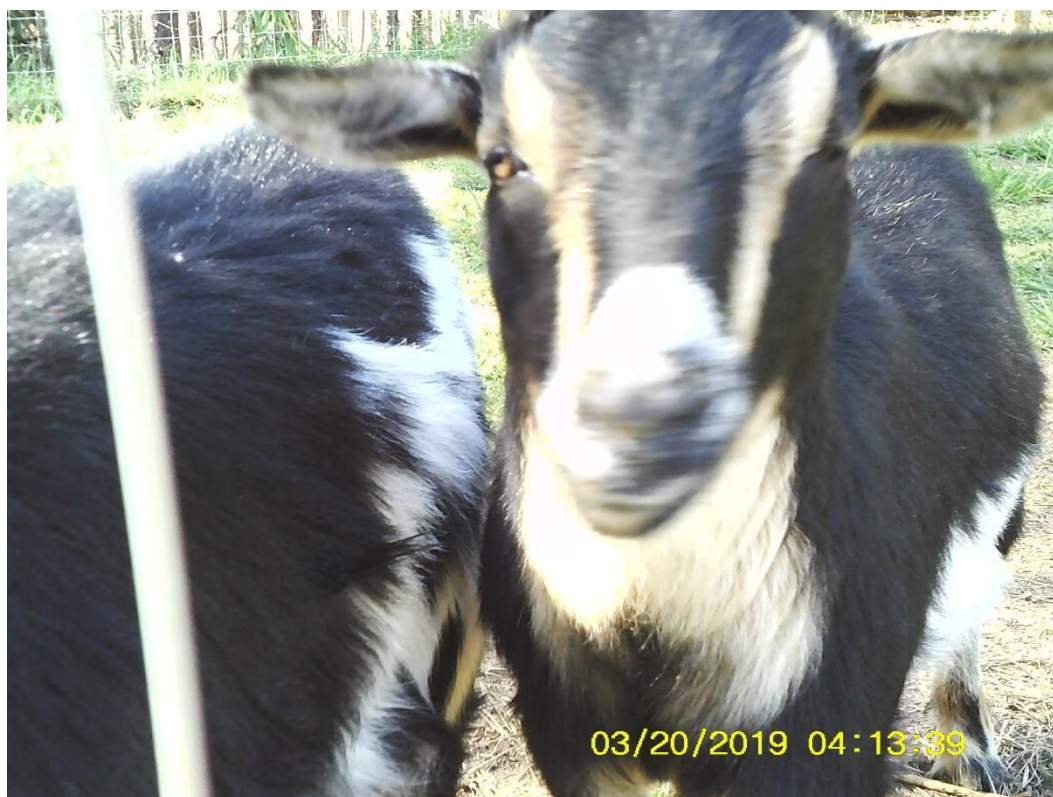
Interviewer: Do you want to share what that shows that you learned at camp?

Darby: No.

Interviewer: Alright, thank you Darby.

Interviewer: Alright so now we're gonna show you some of the pictures of goats that you guys took at the farm. If any of you have something to say about them you can let us know.







Henley: I think I may have taken this one. I think I'm not sure.

Interviewer: Henley you think you may have taken that one? What do you think it shows you that you've learned at camp?

Henley: That you should wash your hands before and after you pet the goats.

Interviewer: So, you should wash your hands after you pet the goats?

Henley: Yeah.

Interviewer: Thank you Henley.

Reginald: I saw the goats today.

Interviewer: Oh, you saw the goats today Reginald? What do you think the goats can teach us?

Reginald: That they can eat little seeds and stuff.

Interviewer: That they can eat little seeds?

Reginald: That you have to feed them and give them lots of water them and everything.

Interviewer: Yes Meredith?

Meredith: Me and Kami took these.

Interviewer: You did? Meredith, what do you think that shows us that we've learned at camp?

Meredith: That goats and about the yarn and grandma goats.

Henley: Yeah that the humans took and made the yarn.

Interviewer: Thank you, does anybody have any more thoughts? Alright then I'm going to start collecting these. So, these are more pictures from around the farm, I'm going to pass these out and you can pass them around and you just let me know what this shows me that you've learned at camp.









Henley: Did we take this one? I think we took it.

Observer 2: What did you learn by taking that picture?

Henley: That we can save the environment by planting trees.

Interviewer: That we can save the environment by planting trees, that's a great thought
Henley. Yes Kami?

Kami: Shows what you can make out of old stuff, like a person.

Henley: Taking old stuff and making it new!

Kami: ...like the hats and the wheelbarrow.

Interviewer: That's awesome Kami! Yes Darby.

Darby: I'm pretty sure I took this picture.

Interviewer: And what does that picture tell us that you've learned at camp?

Darby: Actually, maybe I didn't take this picture

Interviewer: That's fine Darby. Does anybody have any more thoughts? Awesome.

Darby: Awesome Possum.

Interviewer: So these are some of the pictures that we took in Ceramics. These are some of the examples that they had up on the walls and on the shelf.







Kami: Are those people? Can I move my chair?

Interviewer: Sure.

Darby: Now I'm pretty sure I did take this one.

Interviewer: You did? And what does that show us that you've learned at camp?

Darby: That turtles are beautiful creatures.

Henley: Not sure I took this one.

Interviewer: Not sure you took that one? Do you have a thought about what it may have taught you?

Henley: I can't remember.

Interviewer: Did somebody have any thoughts on what this might show that you've learned at camp? Meredith do you have something to say?

Meredith: Um I do pottery. I'm creative.

Interviewer: That's awesome thank you Meredith. Are there anymore thoughts about these pictures?

Darby: Um no.

Henley: We took that picture together.

Interviewer: That's great Henley. I'm gonna collect these okay Darby?

Darby: Uh huh.

Henley: Do people in friendships get along together?

Interviewer: They do, but right now we're just going to talk about the pictures. Is that okay Henley?

Henley: Yeah.

Interviewer: Awesome.

Darby: Awesome possum.

Interviewer: So, these are some more pictures of ceramics. I believe these are some of the tools that we use in there. So, what does this show up that we've learned at camp?









Henley: That we can make all sorts of things.

Interviewer: That we can make things out of all sorts of things?

Henley Yeah!

Interviewer: Thank you Henley.

Kami: We can make things out of cookie molds.

Interviewer: Like cookie molds, that's awesome Kami.

Henley: I think I might have taken this one.

Interviewer: You did? What does it tell us you've learned at camp?

Henley: That you can make things out of the pottery wheel.

Interviewer: That you can make things with the pottery wheel?

Henley: On the pottery wheels.

Interviewer: Got it Henley. Yes Reginald?

Reginald: I know what that is.

Interviewer: You know what that is?

Reginald: Yes, I do.

Interviewer: Awesome, what does it tell us that you've learned at camp?

Reginald: Well, when I work here and when you put on some things and make a bowl, make a curve out of it, put little crazy things, you mix it up and put all the things together.

Interviewer: So, mixing everything together on the wheels?

Reginald: Yeah.

Interviewer: Thank you Reginald, yes Darby?

Reginald: Me and David were doing that.

Darby: I know the name of this one actually. Uh it's called a kiln.

Interviewer: It is called a kiln, thank you Darby.

Darby: You are so welcome.

Interviewer: Does anyone else have anything to say about these pictures?

Henley: Nope.

Kami: Nope we're good.

Interviewer: Alright, these are also from ceramics but these are some of the people that yall took pictures of. What do these pictures show us that you've learned at camp?





Darby: That people are everywhere.

Interviewer: That people are everywhere? Thank you Darby.

Kami: We made friends like you guys.

Interviewer: That you make friends like us, thank you Kam

Meredith: Mhm hmm.

Interviewer: You agree Meredith?

Meredith: Yeah.

Interviewer: Are there any more thoughts about these pictures?

Henley: Nope.

Kami: Nope.

Reginald: Can I see this one...that's my buddy right there.

Interviewer: That's awesome Reginald.

Reginald: We go outside together and play together.

Interviewer: Awesome.

Reginald: Thank you very much.

Interviewer: I'm going to go ahead and collect these. Thank you Darby

Darby: You are so welcome.

Interviewer: Alright, these are some of the signs that we can find around camp. What do those tell you about what we've learned at camp? There's only two so we need to make sure we share with everyone.





Darby: "Make sure you are you".

Kami: This one is "proof you are trying" ... trying your best at something.

Interviewer: So you're reading out the sign?

Observer 2: And then she said try your best at something.

Interviewer: Okay trying your best at something. Thank you Kami. We're you saying something Darby?

Darby: I was just reading the sign.

Observer 2: What do you think you can learn from reading those signs?

Darby: Something about life.

Kami: Can we swap around?

Interviewer: Sure, you can swap pictures. Here you go. Make sure everyone's getting a chance to look at these. Does anyone have any thoughts about what this might show up that we've learned at camp?

Kami: Yeah that if you read signs you can learn from it, I guess?

Observer 2: That if you read signs you can learn from it?

Kami: Yeah!

Interviewer: That you can learn from the signs. Awesome Kami. Alrighty guys, thank you. So, these were all the pictures that were taken at the gym. So like all the other ones, make sure everyone can see these pictures. What do these show us that we've learned at camp?







Darby: I may have taken this picture.

Interviewer: What does it show us that you've learned at camp?

Henley: She asked me for help.

Interviewer: That's okay, she can ask for help.

Henley: In this one we learned how to do karaoke tonight.

Interviewer: That's awesome, what does karaoke teach us?

Henley: Singing!

Darby: The red bandana around his head, his name is Sam.

Henley: Sam is funny, isn't he?

Darby: And the purple bandana around his head um that's Harold.

Interviewer: What have Sam and Harold taught us at camp?

Henley: One time when I got scared about going down the high swing, Harold tricked me into going on it.

Interviewer: Harold tricked you into going on it?

Henley: Yeah, he tricked me, no he convinced me.

Interviewer: Okay so he convinced you.

Henley: Yeah, he convinced me.

Interviewer: Okay, thank you Henley. Did that teach you anything?

Henley: To go on the giant swing.

Interviewer: Did the giant swing teach you anything?

Henley: To conquer my fears, to conquer my fear of heights.

Interviewer: To conquer your fear of heights. Thank you Henley.

Henley: When I was scared of heights, he gave me a pep talk. He said "Go for it".

Interviewer: Great Henley, thank you. Yes Kami?

Kami: You can play basketball in the gym.

Interviewer: That you can play basketball in the gym. Does basketball teach you anything?

Kami: Yes to play with everybody.

Henley: I can't remember who took this picture.

Kami: I do basketball.

Interviewer: That's okay Henley, do you have anything to say about the picture?

Henley: Nope.

Meredith: I do basketball.

Interviewer: You do basketball? What does basketball teach you?

Meredith: To dribble and shoot.

Interviewer: To dribble and shoot. That's great Meredith. Yes Darby?

Darby: I'm pretty sure her name is Carrie.

Interviewer: Carrie? Does Carrie teach you anything?

Darby: No.

Henley: Sometimes Amelia teaches me-sometimes Amelia teaches me about friendship.

Interviewer: Amelia teaches you about friendship?

Henley: Mhm hmm.

Interviewer: That's awesome.

Henley: She's always been there for me.

Interviewer: That's great.

Henley: Amelia has always been there for me every step of the way.

Interviewer: Do we have any other thoughts about these pictures?

Kami: No.

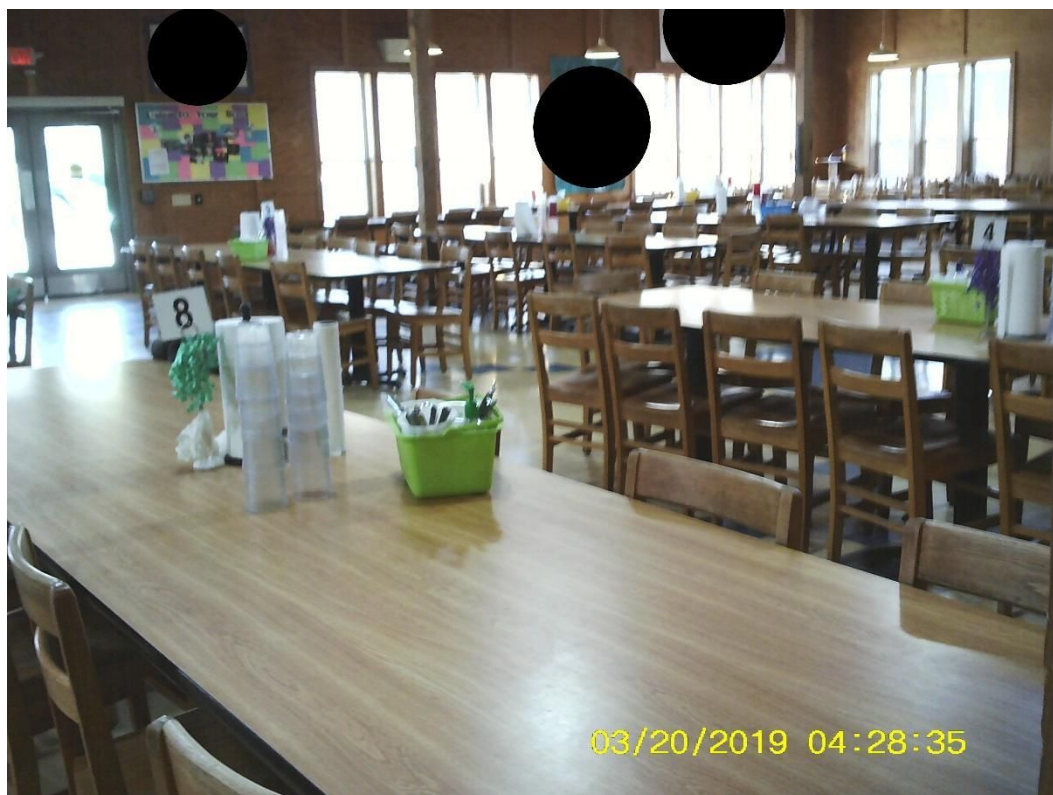
Meredith: No.

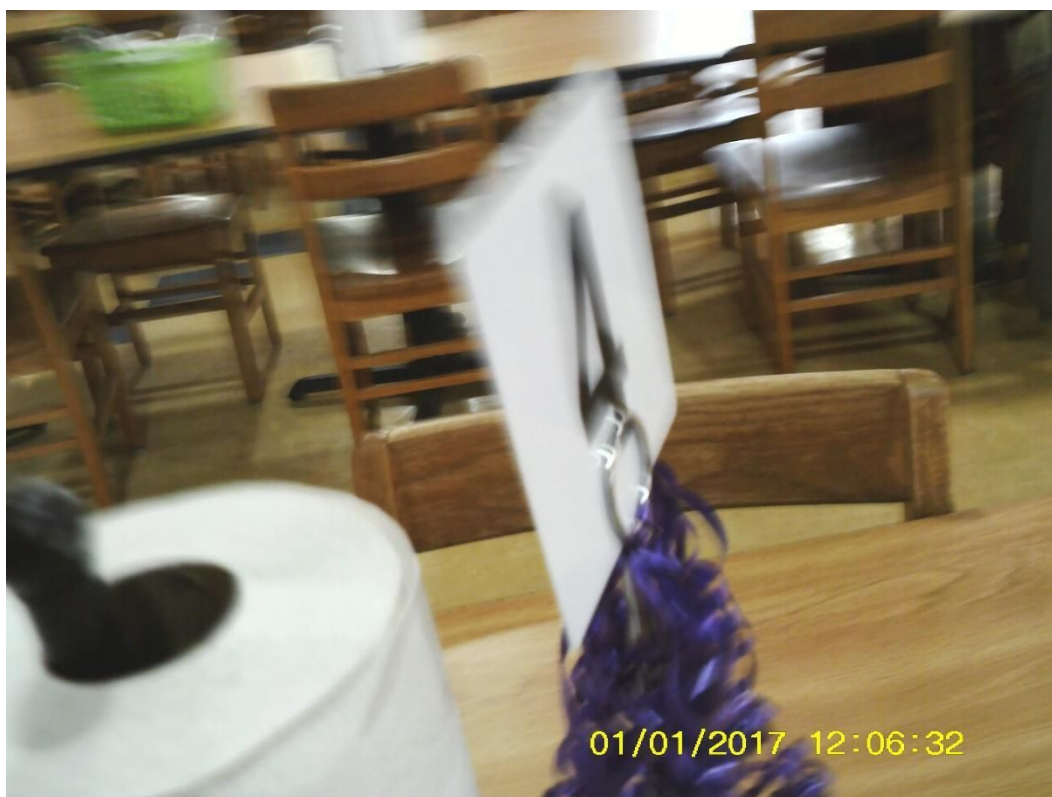
Henley: Amelia, haven't you been there with me every step of the way?

Interviewer: Alright then I'm going to go ahead and collect these. Thank you.

Henley: Hey Interviewer, I've been there with you every step of the way.

Interviewer: You have, thank you for that Henley. So, here's some pictures from the dining hall. So, there's a few of the signs hanging up, the chalkboard. Those are some of our tables that we took pictures of. What do these pictures tell us that we've learned at camp?











Darby: Here you are!

Interviewer: Yeah, that is me. Have I taught you anything at camp?

Henley: You taught me how to look fashionable.

Interviewer: I taught you how to look fashionable?

Henley: Yeah with the headband.

Interviewer: Thank you Henley.

Kami: This signs teaches us how to pray.

Interviewer: It teaches you how to do prayer?

Kami: Before every meal.

Henley: You taught me how to look sassy!

Darby: I'm pretty sure I took this picture of table 2 because that's our lunch table.

Kami: And dinner table too.

Meredith: Yeah and dinner table too.

Henley: You taught me how to look sassy.

Observer 2: What did you guys learn at table 2?

Darby: Uh um.

Observer 2: Okay did everybody see these down here?

Interviewer: Do we need to swap pictures?

Henley: Nope.

Interviewer: I think we're gonna hand these over to this side of the table so that everyone can look. Does anyone else have any more comments about pictures?

Darby: I'm pretty sure I took this picture because table 7 is the guys table.

Interviewer: Table 7 is the guys table? So, you took a picture of table 4 and table 7?

Darby: No no table 2 and table 7.

Interviewer: Table 2 and table 7, thank you for correcting me Darby.

Henley: I took this one of camp.

Interviewer: What do those table teach you Darby?

Darby: To be friendly.

Interviewer: To be friendly?

Kami: And to eat with other groups.

Interviewer: Thank you Kami, did you have anything else left to say about that picture
Kami?

Kami: You're always happy.

Interviewer: Thank you Kami.

Observer 2: Someone was holding up the camp photo and wanted to say something.

Interviewer: Yes Henley?

Henley: It reminds me of when I was little and I would get scared of going to the
new camp for the first time. It reminds me of it.

Interviewer: So, it reminds you of the first time you came to camp and you were kind of scared.

Henley: Yeah when I come here sometimes it reminds me of it.

Interviewer: Okay so have learned anything after being here at camp?

Henley: Yeah making new friends is always fun.

Interviewer: Making new friends is always fun. Thank you Henley.

Henley: And I got to meet Amelia and we have a lot in common. She has a brother and I have a brother!

Interviewer: Thank you Henley. Yes Darby?

Darby: I always enjoy when the top of the fish.

Interviewer: You learned to enjoy the fish?

Darby: No, I learned to enjoy the big fish.

Interviewer: The big fish, got it.

Henley: Where's the picture of the lake we took?

Interviewer: We're getting there, we're not quite there yet. Do we have any more thoughts on these pictures?

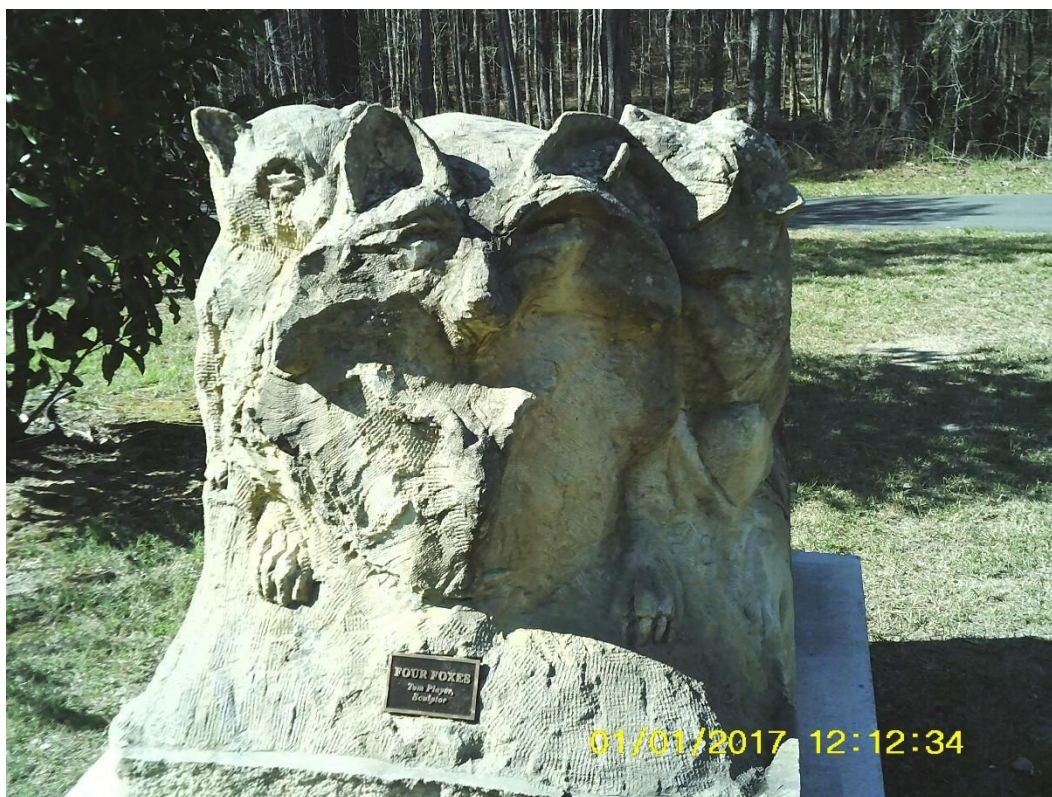
Kami: No.

Interviewer: Okay, then I'm going to collect them. Thank you. So, these are a bunch of different pictures that we took of the giant swing. So, we can spread these around. What do these pictures tell of that you've learned at camp?











Henley: I can't tell, did I take this picture or someone else?

Interviewer: I don't know but does the picture tell us something that you've learned at camp?

Henley: That the lake has a great view.

Interviewer: That the lake has a great view?

Henley: Of the cabin.

Interviewer: So, the lake has a great view of the cabin?

Henley: Yeah.

Interviewer: Thank you Henley.

Henley: Sure.

Reginald: I know where that is.

Interviewer: What did you say Reginald?

Reginald: I know that area.

Interviewer: You know that area?

Reginald: I showed David down there. You go back, way back and I was right by the water and I made it.

Interviewer: Can I see the picture?

Reginald: Yeah.

Interviewer: Oh, of the giant swing? You went all the way back and out over the water?

Reginald: Yeah. I went down there. I went back, way back and I went straight out over that water and I made it. Yeah, I did that.

Interviewer: That's awesome. Did the giant swing teach you anything?

Reginald: To take your time and pull back and you'll make it.

Kami: That there's different animals around the area.

Interviewer: That there's different what around the area?

Kami: Sculptures.

Interviewer: Sculptures and statues, got it.

Henley: Interviewer Interviewer do you remember what this is.

Interviewer: Hold on, remember we are speaking one at a time. Please wait one second and I will call on you.

Kami: And this is the sundial.

Interviewer: The sundial? What does the sun dial teach you?

Kami: Time.

Interviewer: Yes Henley?

Henley: We don't know who took this picture right here?

Interviewer: I'm not sure either but, there's a couple pictures of the lake. Was there something you wanted to say about the lake?

Henley: We weren't sure where we were, I'm not sure if I was in the front or the back zooming in.

Interviewer: I'm not sure either but it's okay.

Kami: I know what this is.

Interviewer: What is it?

Kami: The sun panels.

Interviewer: The sun panels? Solar panels? What do the solar panels teach you?

Kami: How to save energy.

Interviewer: How to save energy? Thank you Kami. Does anyone else have anything to say about these photos?

Kami: No.

Meredith: No.

Henley: No.

Group: *Chattering*

Interviewer: Remember to listen Henley.

Kami: Yeah.

Observer 1: Have you learned anything at camp?

Kami: Yeah to face my fears.

Observer 1: To face your fears?

Kami: Yeah of doing the tower and the zipline.

Meredith: I did the swing and the zipline.

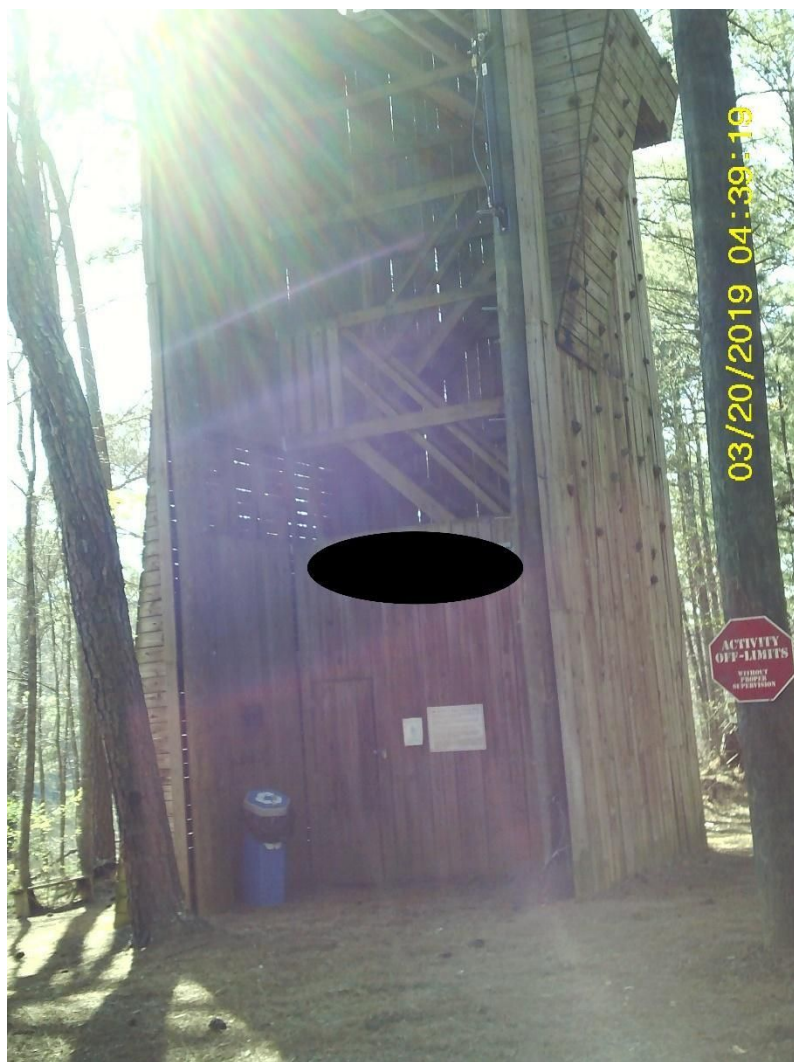
Kami: You didn't do the zipline.

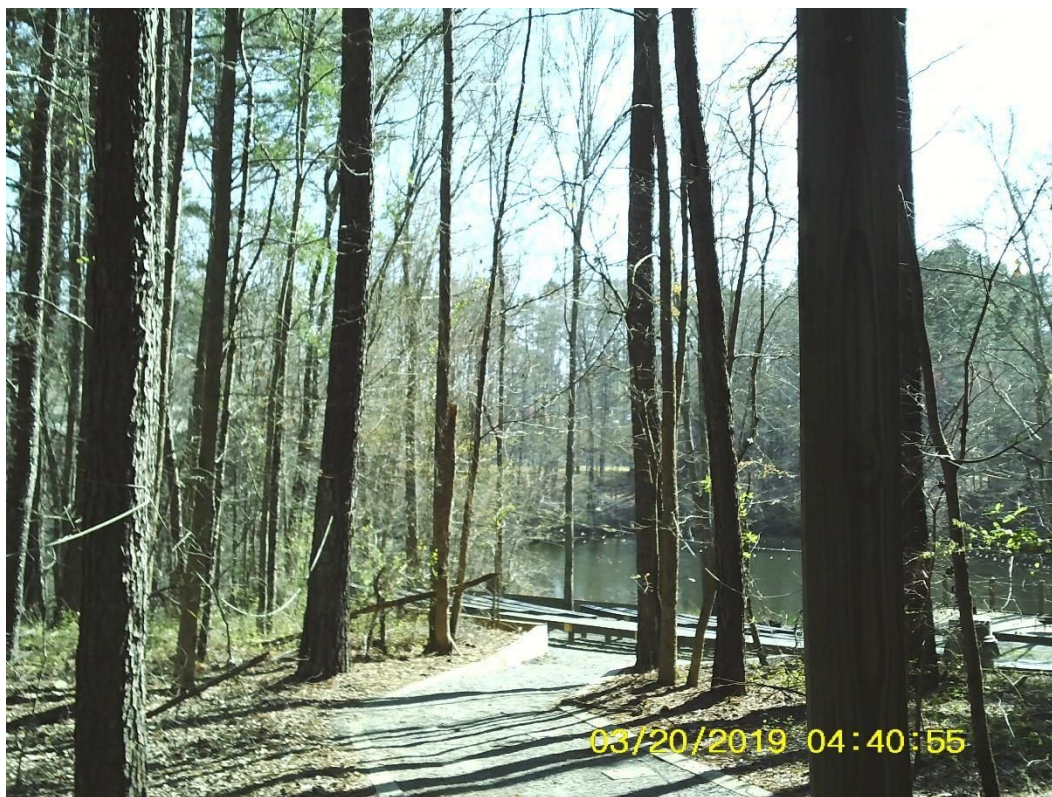
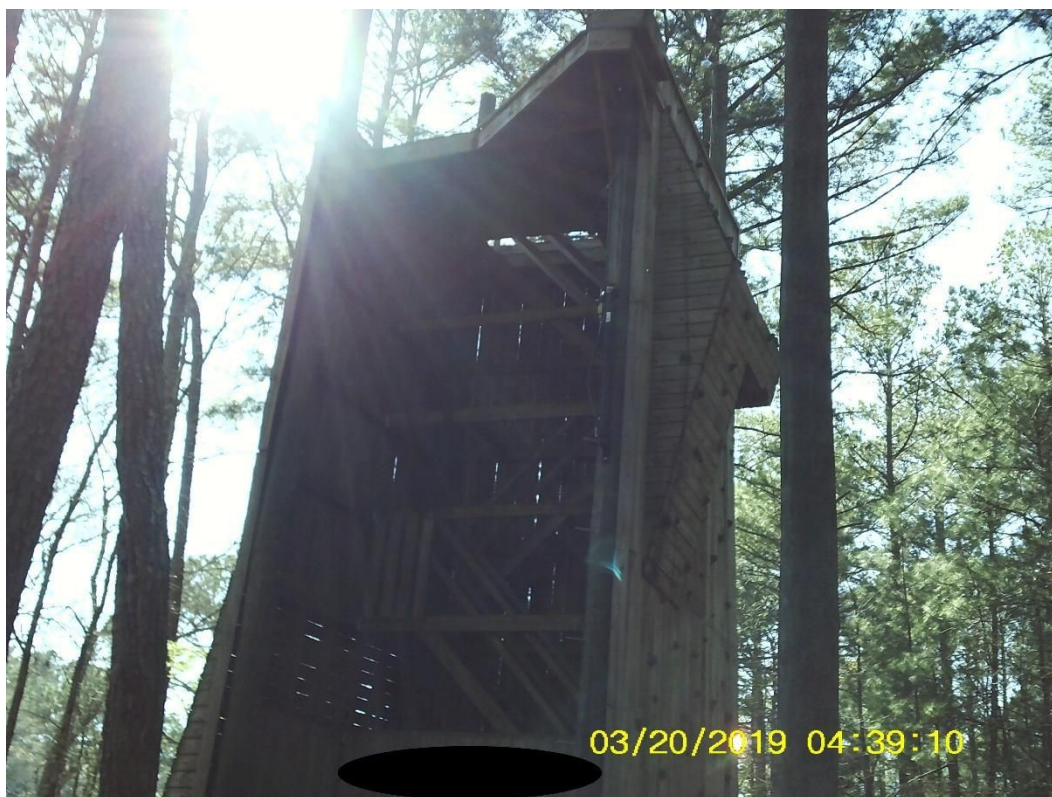
Meredith: No I didn't.

Kami: Because you were reluctant it was too high.

Meredith: It was too high yeah yeah too high.

Interviewer: Alright I'm gonna collect these pictures. Alright so here are some of the pictures we took around the zipline and of the zipline. What do these pictures tell us you've learned at camp?







Kami: To do activities.

Henley: To do a team-building thing.

Darby: Activities.

Kami: To do activities.

Interviewer: To do activities, alright.

Kami: And conquer your fears.

Interviewer: Thank you Kami. Yes Darby.

Darby: I'm pretty sure I took this picture.

Interviewer: And what does it show us you've learned at camp.

Darby: Uh.

Interviewer: If you're not sure that's okay as well.

Henley: I'm not sure either.

Interviewer: Okay does anyone have any more thoughts on these pictures?

Kami: That's the high point of the zip line. I was standing there and I couldn't do it.

Interviewer: Did you learn anything from that moment?

Kami: Yeah to face my fear and to do it.

Interviewer: To face your fear and to do it?

Kami: I did the swing no problem but that one is too way high up.

Meredith: Yeah that is too way high up.

Interviewer: Thank you guys, I'm going to take these pictures.

Henley: Interviewer at 5:30 I have to change for the dance.

Interviewer: That's fine, I'll get you back in time. These are your last picture to look at.

Henley: Can we take them home after we're finished?

Interviewer: No, you can't take any pictures home after we're finished.

Henley: Can you please take a picture of me and my friends later before we leave so that we can remember.

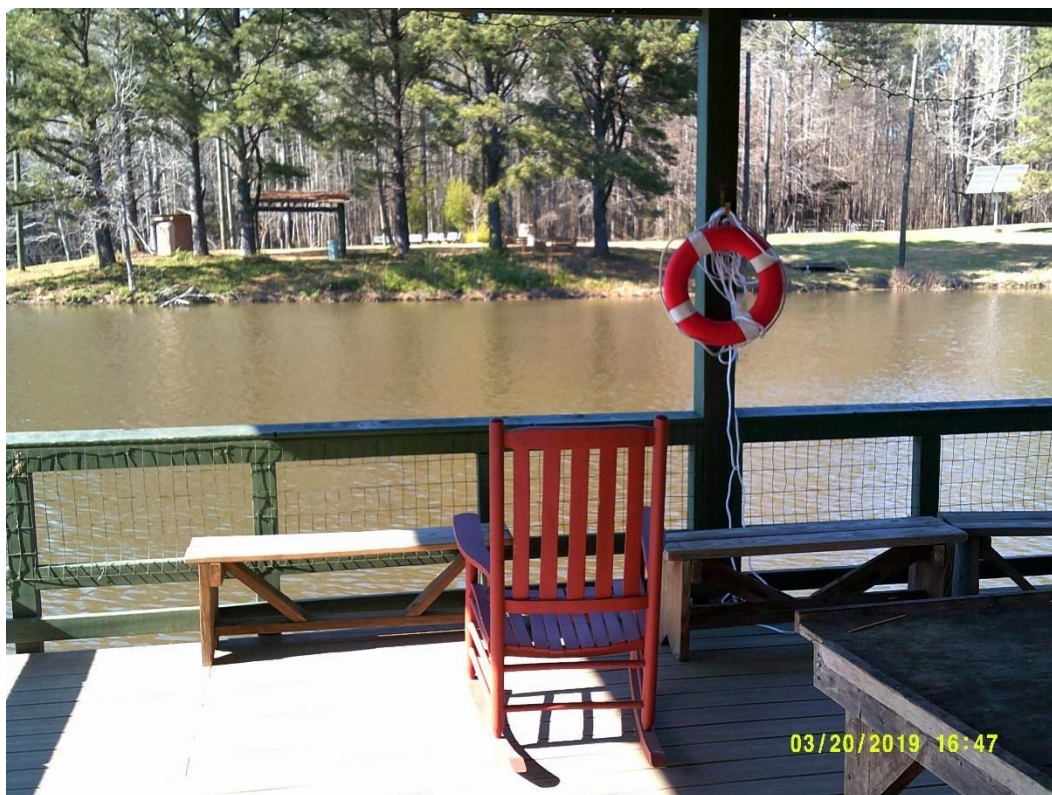
Interviewer: We can take pictures of you and your friends later but right now we're gonna talk about these fishing pictures.

Henley: Okay!

Interviewer: So, these are some of the pictures we took at the fishing pier and of the paddle boats. So, what do these pictures tell us that we've learned at camp?









Henley: This is the picture I took! Is this the picture I took?

Interviewer: It might be Henley, what does that picture tell us that you've learned at camp?

Henley: That water safety is good.

Interviewer: That water safety is good. Thank you Henley.

Kami: And this one is gone fishing and you can go fishing here at camp.

Interviewer: That you can go fishing here at camp.

Kami: Somebody caught a 3-pound bass fish, a big fish.

Interviewer: Make sure we are speaking one at a time. Yes Darby?

Darby: Actually, I'm pretty sure we both had a picture of gone fishing.

Interviewer: Yep, you both had a picture of the gone fishing sign. Does that sign show what you've learned at camp?

Darby: No.

Interviewer: No? That's okay.

Observer 2: Reginald were you going to say something about your picture?

Reginald: Hmm?

Interviewer: Were you going to say something about your picture?

Reginald: Uhh me and David were down there last night and caught a fish.

Interviewer: You and David were down there and caught a fish?

Reginald: Uh huh I sure did I caught 3.

Interviewer: Did that teach you anything?

Reginald: Yeah that I caught a small fish not too big.

Interviewer: That you caught a small fish?

Reginald: Yeah not too long not too bad.

Interviewer: Thank you Reginald. Yes Darby?

Darby: This is a picture of a fountain?

Interviewer: Yep, does the fountain teach you anything?

Darby: No, it's just beautiful.

Interviewer: That's okay Darby. Do we have anymore thoughts about these pictures

Henley: I went paddle boating yesterday!

Interviewer: You went paddle boating yesterday?

Henley: Yeah and I got to be on the back!

Interviewer: Did paddle boating teach you anything?

Henley: It just taught me to relax and hang.

Interviewer: To just relax and hang. Thank you Henley. Do you want to see some more of these?

Henley: Interviewer what's your middle name?

Interviewer: We're not gonna talk about that right now. We're going to focus on the pictures.

Henley: Okay it's okay.

Observer 2: It was great that you all could help Interviewer with her school project.

Group: Yeah!

Interviewer: So, these were all the pictures that we have to show you right now, but I want to thank you all for coming out and for taking part in the research project. If you have any more questions about anything you can ask myself or Dr. Observer 1 or Dr. Observer 2 about any of it. Do you have any questions right now?

Group: Nope.

Interviewer: Alright thank you guys. That's gonna finish up our session today.

Appendix B

Transcription Session 2

Interviewer: Alright so we're going to go ahead and get started now. It's super important today that we all work on our listening skills, so we are all going to listen to each other when each other is talking and we're only going to speak one at a time. So, if you have something to say about one of the pictures, you can raise your hand and I will call on you and say your name and that's when you'll know that it's your turn to talk. Are there any questions about that?

Group: No.

Interviewer: So, welcome back. Thank you guys, for being here. Today you are still being a part of photography club and by being a part of photography club you are helping me out with a research project that I'm doing for school. If at any time you don't want to answer questions anymore or you don't want to be here or you'd rather go do something else, that's okay. You can let us know, you can either let myself or Dr. Observer 1 or Dr. Observer 2. What was your name again?

Parker: Parker.

Interviewer: Parker, I knew that, or you can tell Parker and we'll help you guys find another activity. Make sense?

Group: Yes.

Interviewer: Awesome. So we're going to pull out pictures that you guys all took yesterday and ask you a few questions about what it...what you've learned at camp through those pictures. So, right now we're being audio recorded so I'm going to go around one at a time and make sure that we are all okay with being audio recorded today. So, I think we are going to start over here with Scott. Today is March the 21st, 2019, Scott can you say your name for me?

Parker: Tell her your name.

Scott: Scott.

Interviewer: Thank you Scott and are you okay with being audio recorded today?

Observer 2: You can say yes or no.

Parker: Are you okay with it?

Observer 2: We can come back to you?

Interviewer: Okay, so we'll move onto you Denzel. Denzel can you state your name?

Denzel: Yeah, I'm Denzel.

Interviewer: Awesome, thank you Denzel and are you aware that you are being audio recorded today?

Denzel: Audio recorded? That's pretty cool.

Interviewer: Are you okay with that?

Denzel: Yeah, I'm okay with that.

Interviewer: Okay. Go ahead and state your name.

Benny: Benny.

Interviewer: Awesome, and Benny are you aware that you are being audio recorded and is that okay with you?

Benny: Absolutely it is.

Interviewer: Thank you Benny. State your name.

Jacob: My name is Jacob.

Interviewer: Awesome Jacob, and are you aware that you are being audio recorded and is that okay with you?

Jacob: Yes I am aware and that is okay.

Interviewer: Thank you. What is your name?

Norman: Norman.

Interviewer: Norman, and are you okay with being audio recorded today?

Norman: Yes.

Interviewer: What is your name?

Wendel: I'm Wendel.

Interviewer: Hi Wendel. Are you aware that you are being audio recorded today?

Wendel: Yes and it's fine.

Interviewer: Okay, thank you Wendel. What's your name?

Nick: Nick.

Interviewer: Nick and are you aware that you are being audio recorded today?

Nick: Yeah.

Interviewer: And is that okay with you?

Nick: Yeah.

Interviewer: Okay, so Scott is it okay that we record you today?

Scott: Yeah.

Interviewer: Okay. Thank you, Scott. Alrighty, we are going to get into the pictures now. I'm going to pull out a few pictures and lay them on the table and you guys can tell me what it shows you've learned at camp. Alrighty, so remember if you have something to say about any of these pictures please raise your hand and I will call on you and you can say whatever you have to say. So, here's some of the pictures of I believe this is from the farm. So, what do these pictures show us that you've learned at camp? Yes Jacob?











Jacob: Mhm Kay, one thing is on the farm, it tells me or shows me that even at camp, this is still a good way to grow your own crops because you're still eating the food they grow here. Not somewhere else.

Interviewer: Awesome, thank you Jacob. Does anyone else have anymore thoughts about these pictures?

Observer 2: And we can pass them down if you can't see the ones at this end.

Interviewer: Nick do you want to scoot closer so you can see the pictures as well?

Nick: The pictures are "buffery".

Interviewer: What was that?

Nick: These pictures are “buffery”. I cannot see them.

Observer 2: You can pick them up and hold them.

Observer 1: Is there anything you guys learned from the farm?

Jacob: She mentioned the other day that the um... what animal was that...

Denzel: Alpacas.

Jacob: Yeah, they shed, the alpacas yeah they actually use the fur itself to do yarn.

Interviewer: Awesome Jacob, who was telling you that?

Jacob: What was her name? I don't remember her name.

Interviewer: The lady at the farm?

Jacob: Mhm hm. I was trying to think of her name.

Interviewer: Her name is Ariel.

Jacob: Mhm hm yeah.

Norman: So she mentioned that they take the fur and they um and then they have someone that gets either the bad stuff out of it, I think, if I remember, and um and then they'll bring it back to them and they'll, I guess, either they do it or they have someone else do yarn also. I think those are some of the things I kind of picked out. I think I remembered from that.

Interviewer: Awesome, thank you Norman. Do we have any other thoughts of what these pictures show us that we've learned at camp? Denzel did you have something to say?

Denzel: Yeah. In this picture right here, it has a, like a, watering can that you can get water from the well.

Interviewer: Water from the well?

Denzel: Yeah, yeah.

Interviewer: Alright, thank you Denzel. Are there any more thoughts?

Wendel: Did I tell you about the bees?

Interviewer: The bees?

Wendel: It's in the last one, but did you see back there? I mean, the bees are dead but did he tell you about why they died? It's about, like, there was no babies, like, for some reason they were really starving there so they had to eat their babies. They all starved to death because they did want to eat their babies. It's really sad and all, I mean, for the babies and all. Yeah, you can see it in there too.

Interviewer: Yeah, I see the bees.

Wendel: It's a beehive but it's all dead though because no one wanted to eat their baby bees.

Interviewer: What did we learn from the bees? Or what did you learn from the bees?

Wendel: I learned that they make honey and it's good but they're cannibals.

Interviewer: Thank you Wendel. Yes Jacob?

Jacob: And after a certain timeframe, the bees do some kind of honey and they die out or something like that.

Interviewer: Yeah.

Jacob: Yeah so I'm not sure exactly how that works but I do remember her talking about that.

Interviewer: Okay, thank you Jacob. Were there any more thoughts? No? Alright then I'm going to go ahead and take up these pictures and move onto the next ones.

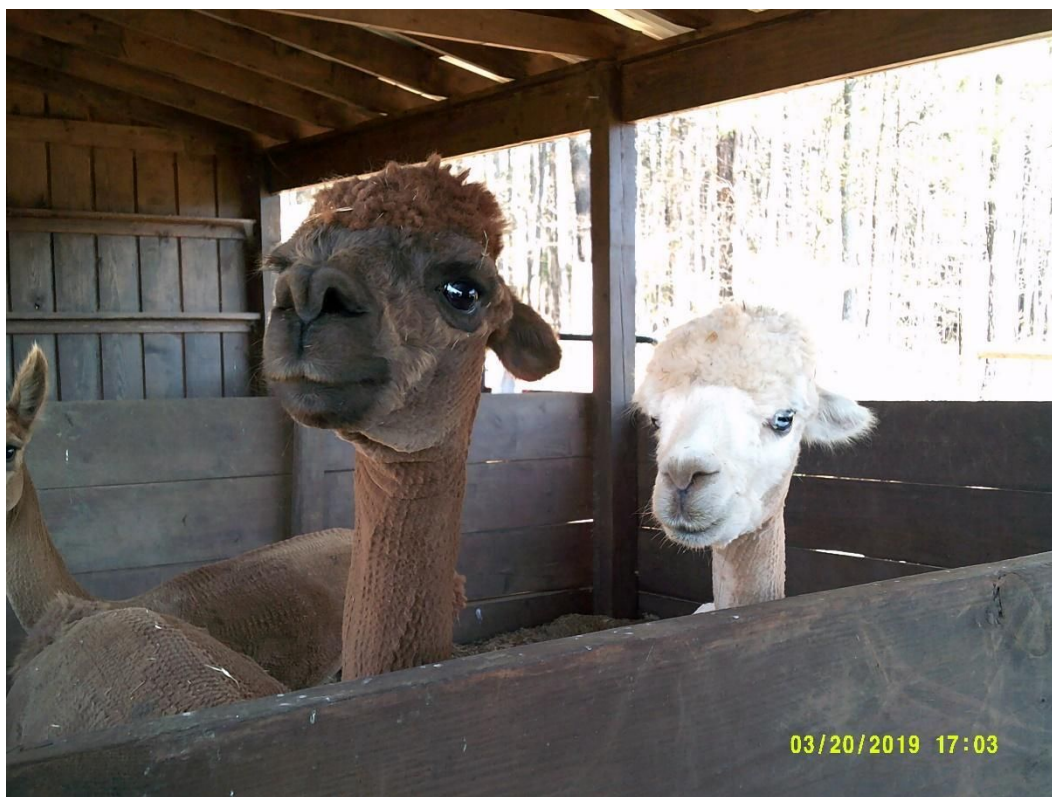
Observer 2: I saw the bees last year, but I haven't seen them this year.

Wendel: They died with their babies.

Interviewer: So, these are some of the pictures of some of the fields that we saw, and I believe that the alpacas are going to be in here as well or the fields that the alpacas are kept in. So, what do these pictures show us that we've learned at camp?









Norman: Looking at this one kind of just makes me, I guess in a general sense or some sort of sense I think of the production or the behind the scenes work that they do. I'm not really sure what's going on in this picture but um...I'm trying to think...

Interviewer: It's okay if you need a minute to think about it and we can always come back. Thank you for sharing Norman. We can swap around pictures if you guys want to pass them around a bit. Does anybody have any thoughts on what this shows us that we've learned at camp? Yes Denzel?

Denzel: This picture, shows a picture of a field and the edge of the forest.

Interviewer: Did you learn anything from the fields or the forest?

Denzel: I learned um how to camp in it.

Interviewer: You learned how to camp in it?

Denzel: Yeah.

Interviewer: Okay thank you Denzel. Are there any more thoughts on these pictures?
Yes Jacob?

Jacob: No never mind.

Interviewer: Oh okay. If there are no more thoughts, I'm going to collect these.

Observer 2: You guys took some good pictures.

Denzel: Yeah for sure.

Interviewer: We can move onto the next ones. So, these are the two pictures we took of archery. What do these pictures tell us that we've learned at camp? Yes Denzel?



Denzel: We learned from archery how to use the bow and the arrow.

Interviewer: You learned how to use the bow and the arrow at archery?

Denzel: Yeah yeah and to aim it.

Interviewer: Thank you Denzel. Nick did you have something you wanted to say?

Nick: This one is really dark.

Observer 1: Did you learn anything while you were at archery?

Nick: It's got the word on it.

Interviewer: Thank you Nick. We have a lot of hands over here, do you want to start Norman?

Norman: Yeah because I think I remember doing it last year and I want to say what I learned I guess is the proper way to do archery. I'm sure there's a right way and a wrong way to do it and there might be some other things I want to remember but I can't recall it. I want to say there was a safety thing about going into the archery range versus coming back in but I'm just trying to recall. I know you want to be safe and when you're out there you only want to be pointing the arrow out there and not anywhere else.

Interviewer: Awesome.

Norman: It's kinda almost like a um like when you're holding it you want to be aiming it towards the target and not anywhere else. You don't want to be doing that.

Interviewer: So, there's a right way and a wrong way to do archery and you want to be safe doing it?

Norman: Mhm hm.

Interviewer: Awesome. Thank you Norman. Yes Jacob?

Jacob: I was just thinking, is if along here and going out to get something, put your arrows down or wait until everyone is finished before you walk around and get your arrows. Along with what he was mentioning about safety, nobody out in front of anyone who is shooting arrows because you never if someone is going to shoot your way or around.

Interviewer: That's a good idea Jacob. Thank you. Did you have something else to say?

Wendel: Yeah I was gonna say it teaches you patience and focus in archery and strength.

Interviewer: Strength and focus and what was the other one Wendel?

Wendel: Patience.

Interviewer: Patience, thank you Wendel. Did anybody have any more thoughts about these pictures? Yes Jacob?

Jacob: Dealing with this one, it shows you actually where the entrance way is so you don't actually jump over the fence, you go through the gate itself.

Interviewer: That's a great thought Jacob.

Jacob: Someone has actually jumped over the gate before.

Interviewer: Somebody has jumped over the gate before?

Jacob: Yeah over these things before and that's when they really pointed out to always go through there.

Interviewer: Awesome, thank you Jacob. Any more thoughts? Alright then I'm going to take up these pictures. This is just one picture, but I know we all took a lot of pictures of this. It's the sign for Camp Double Rivers out front. What does this picture tell us that we've learned at camp?



Norman: I maybe have one word for it. Friendships.

Interviewer: Friendships? Thank you Norman. Yes Jacob?

Jacob: Family.

Interviewer: Family?

Jacob: The reason I say the word family is because when you're at camp compared to home everyone is in some way brother and sister because one thing that everyone shares, is the blue skies so if you look at it dealing with this picture, everyone here is your brother and sister in some way because you're always at camp. You should always play and get along, participate with everyone.

Interviewer: Those are great ideas Jacob. Thank you for sharing. Yes Benny?

Benny: When I look at this, I think of, you know, I didn't realize how big it was. I didn't realize how special this camp was going to be until Brady came home that night, that week that I couldn't come to camp because I was still having a full time job and he said to me, "You've got to go. You've got to check this out because..." and this was his words not mine, he said, "...the GSU students were the best thing that have ever happened to him." And I could say the same. I could say the exact same. Yall have changed our lives and without you guys, we wouldn't be here and that's extremely special.

Interviewer: Thank you Benny.

Denzel: I think I really agree with that.

Interviewer: You agree with that Denzel?

Denzel: Yeah I do.

Observer 2: Do you want to pass that down there so that everybody can see.

Denzel: Yeah I do.

Interviewer: Did you have something more to say Denzel?

Denzel: Yeah.

Interviewer: If you're still thinking about it you can and just let me know when you're ready.

Denzel: Yeah okay. I got it. To add to what he said about camp. We need to spread the word around to more people, get more new campers um and more newer activities and um put everything on facebook.

Interviewer: So, spreading the word to get new campers and new activities?

Denzel: Yeah and meet newer friends.

Interviewer: Meet newer friends, thank you Denzel.

Denzel: Sure.

Interviewer: Were there any more thoughts on this picture? Alright then I'm going to go ahead and take that one. So, these were pictures of the area around the giant swing, some of the tree house and some of the giant swing itself. What do these pictures tell us that you've learned at camp?









Interviewer: Benny, do you have something to say?

Benny: Yeah with the giant swing particularly. I can show that I am not afraid. I am not afraid of heights. I can show that I can go to extreme heights and not even be remotely afraid and conquer my fear of heights and still show the world, I am stronger than my fear.

Interviewer: Thank you, that was very thoughtful Benny. What did you say Denzel?

Denzel: That's a really great thought and I agree with that.

Benny: Aw thank you.

Norman: I'm not really a huge person with like the thrill ride and there is definitely a thrill in that but I guess I want to try and see if I can do it and keep it going I guess but it's definitely a leap for me to do something like that.

Observer 2: So, you started off saying your not a fan of thrill rides?

Norman: Yeah, I mean I've been to a few theme parks, but I guess maybe I think to myself that I can try them but it's a...just me getting on a rollercoaster is a leap for me. Like the rope swing, that's definitely a step every time I do it.

Interviewer: That's a great thought Norman. Were there any more thoughts on these pictures?

Benny: I think with the treehouse, I mean you can be creative. That's another side to arts and crafts. You can be creative with anything you do and the treehouse is a very creative building as a whole and everything on the outside is actually amazing. It is amazing what your mind can do and what your mind can come up with.

Interviewer: Awesome.

Observer 1: What about any of these other pictures, did you guys learn anything from these that didn't have a picture of the giant swing in them?

Interviewer: Yes, go ahead Jacob.

Jacob: Yeah I thought of this with what Benny was mentioning. Under the treehouse I never thought that it could actually be an area that has swings and somewhere to play under there. So while someone is up in the treehouse, you might have someone else under there. You see what I'm saying, it's multitasking. You can... multitask. One group could be up here and you could have another group down here.

Interviewer: Great multitasking. Thank you Jacob. Yes Norman?

Norman: I think there need to be another place to um you know how it's kinda out in the woods. It's a good place to kind of like be in a quiet place. So if you are a person who likes to be in a quiet place away from everyone else...I kinda think about it like a place to be in a quiet setting.

Interviewer: Thank you Norman. Are there any more thoughts on these pictures?

Observer 2: I think that's the sun in that one.

Jacob: Actually, referencing to that one. The sun is right there and the sun, in other pictures. We also have solar panels and the sun gives you energy so it helps the camp preserve energy.

Interviewer: Helps camp preserve energy, awesome Jacob. Thank you. Any more thoughts. Okay then I'm going to collect all of these ones. Alright. These are of the zip line and the zip line tower. What do you think these pictures show us that you've learned at camp?









Norman: For me definitely, heights. I feel like I'm getting better at now but that's definitely um I wouldn't say as much of a thrill but it's more me getting better with the heights. I do feel like I'm getting better.

Interviewer: Thank you Norman. Any more thoughts on these pictures?

Denzel: I'm looking at this picture and for um, for walking bridges. I didn't realize there was four different steps going up. They go pretty high and uh I didn't know that.

Interviewer: You didn't know there would be four steps going up?

Denzel: I thought there was only three so.

Interviewer: Yes Norman.

Norman: I might have another thing with this, since I kinda look at this as like a ride. You're going to have, like a person who wants to do this but someone is in front of you, you can use the word patience.

Interviewer: Patience?

Norman: Because you have to wait your turn and let everyone get a chance to do it so I would definitely say it's a patience one.

Interviewer: Go ahead Benny.

Benny: I teach a class every Thursday at Jared's place, Jump High, I think some of you may have heard of it and when I look at this picture, I see a challenge. I see a challenge but it is how you go forward with the challenge that matters. Getting up that tall building to the top, even if you do get it to the top and don't zip off, you're still a champion. At least that's what I think because every week I practice going up really high ropes courses because it's a part of that and it shows that I can still, like I said before, overcome my fear and show the world that others too can do it.

Interviewer: That's awesome, thank you Benny. Jacob?

Jacob: When people are afraid of heights, when I see the two or three pictures, you know somebody is already up there. They are strapped in and not going to fall and they are not going to let you fall so it kinda, to some people, it gives you a sense of stability. Stability in knowing someone is already up there harnessed, your harnessed and not fastened yet. That's the way I see it is it gives you more motivation and similar to that nature to look forward to. Someone is always there to help you.

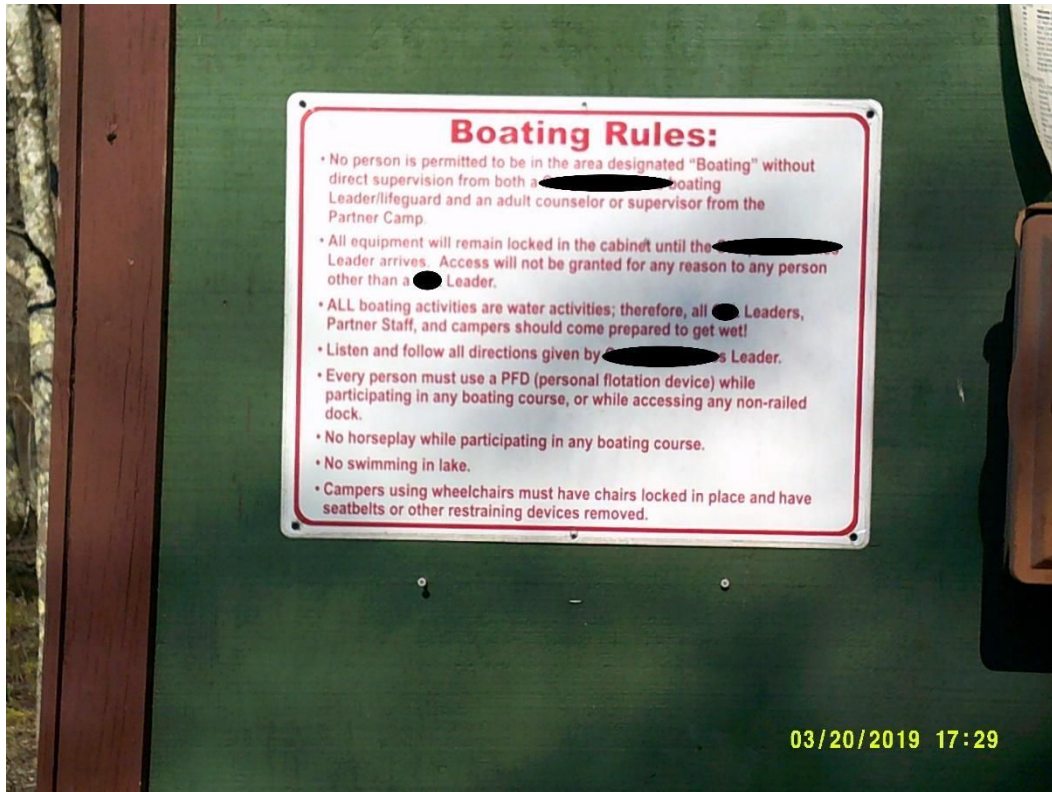
Interviewer: Awesome, Denzel were you going to say anything or were you just agreeing with Benny before?

Denzel: Yeah haha.

Interviewer: Okay, are there any more thoughts about these pictures? Alright. So, these are all pictures from the fishing dock so make sure to spread these out pretty well. So, what do these pictures show us that we've learned at camp? There are quite a few of them so spread them around a bit. Yes Denzel.











Denzel: The purple boats you have a life vest on and your safe um when it's your turn to paddle and someone else wants a turn, you swap out.

Interviewer: Thank you Denzel. Yes Norman?

Norman: I think something I probably learned is um that fishing is about patience and timing. Because you have to wait for the fish and that moment when you feel the tug and you can pull it out. That's two things i probably had. Yeah.

Interviewer: Awesome, thank you Norman. Are there any more thoughts? Yes Benny?

Benny: We just went fishing today actually and the one thing that I learned the most and that you need the most is patience. Patience is a virtue and when you get a fish it's always a great things and of course I only caught one because every other bait I would put on there it fell off or would peel off. So, I was patient until the end and then I said, I'm done, im going on the paddle boats, adios.

Interviewer: Thank you Benny. Any more thoughts on these pictures? Did everybody get to see them?

Norman: When you're um with the orange vest and you're going out with the paddle boat, this was already pretty much said, but it's safety first. Pretty much whether you can swim or not, it's just a safety rule in case you fall in the water.

Interviewer: That was a great note on safety, thank you Norman. Any other comments? Awesome. And Norman you just reminded me, if there something you kinda feel someone else say, you can still say the same thing. We have as much time as yall need. These were some of the pictures that were some of the pictures of the woods that are around camp. What do these pictures show you that we've learned at camp? Yes Jacob?









Jacob: Different animals grow in nature. You never know where they are, how big they are, or where they are.

Interviewer: Any other thoughts on what these pictures show us that we've learned at camp? Yeah Denzel?

Denzel: If you go through the woods you can go explore in nature, listen to all kinds of birds, go camping or tent camping and learn how to catch food. I know it can be a challenge catching food because you need to go hunting for animals for meat and a coat from a bear.

Interviewer: Thank you Denzel. Yes Jacob?

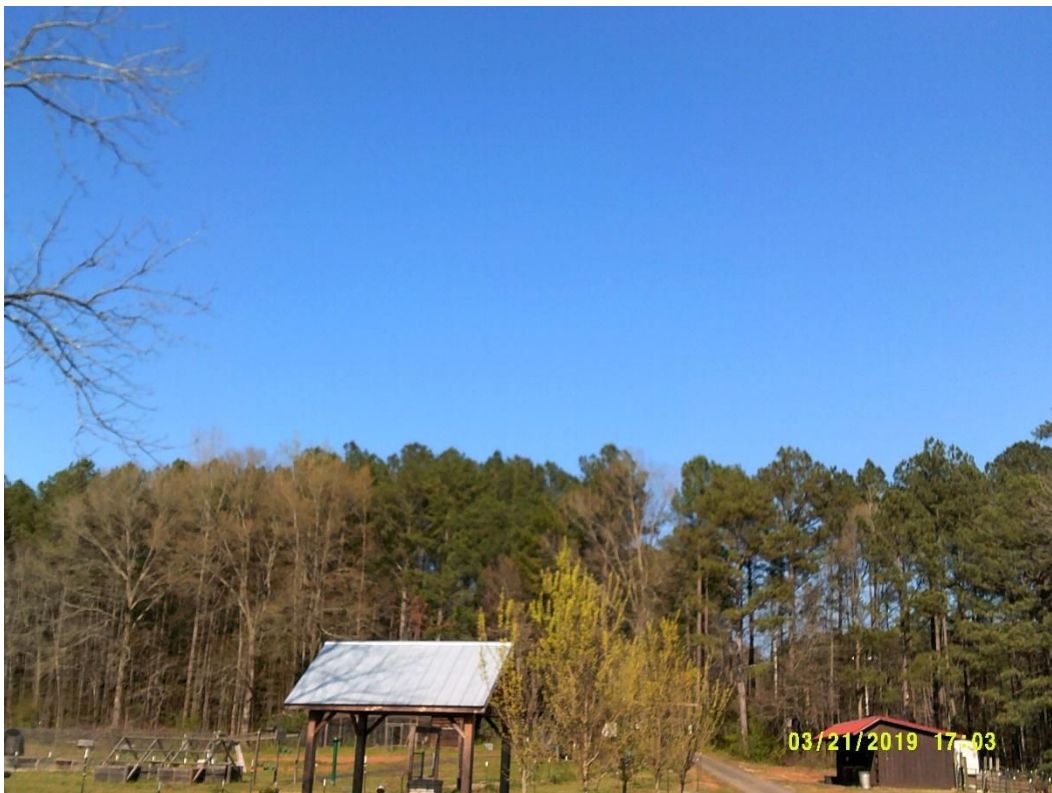
Jacob: There's always plants that you want to be careful around. A lot of plants you want to be careful around if you don't know what the leaves look like. Something anybody can learn is what to look for.

Norman: Something to take from it is definitely that being in a woods like setting it makes it feel more like a camp like being in the woods. I guess especially if you're in a tent but I feel like the nature gives it more a camp feel.

Interviewer: Thank you Norman. Benny did you have something to say?

Benny: Some of the most amazing creatures live in the forest like bears, wolves, cats...i mean big cats, and other creatures but it's amazing to learn about them and where they come from and what part of the world they come from.

Interviewer: Awesome thank you Benny, are there any more thoughts on these pictures? Alrighty. So these are pictures that we took of the sky. So what do these pictures show us that you've learned at camp?



Jacob: I think it describes the logo.

Interviewer: Describes the logo?

Jacob: Well yeah it describes the name of the camp logo.

Interviewer: For Clear Skies?

Jacob: Yes.

Observer 2: Aren't we lucky we've had some blue skies this week?

Benny: Yes God has blessed us with that.

Interviewer: So what have we learned from blue skies? Go ahead Jacob.

Jacob: Blue skies actually in a way if you look at it, it tells you the weather and dealing with the forecast. You got clouds it's not blue it's kinda white and that tells you what kind of day you're going to have.

Interviewer: Awesome, thank you Jacob. Any other thoughts on what these pictures show us that we've learned? Go ahead Norman.

Norman: I guess even though it's a blue skies kind of day, it can still be windy. So don't think that blue skies means warm, it can still be windy and not warm so still need to expect, like expecting the unexpected.

Interviewer: Any other thoughts on these pictures? Alright then I'm going to take them up. So this is a picture that we took of the restrooms.



Nick: I did.

Interviewer: You did? Do you want to tell us what that picture shows us that you've learned at camp? Do you want to see the picture?

Nick: It shows the sidewalk and the grass and a second one.

Interviewer: Yeah it does have a second restroom.

Nick: and the window.

Interviewer: So you're talking about the structure of it?

Nick: Yeah.

Interviewer: So what have we learned from the restrooms at camp?

Wendel: Do you want us to be honest?

Interviewer: Sure yeah.

Wendel: Even in nature you still gotta go!

Jacob: Doesn't matter where you are, there's always a bathroom and somewhere to go safely.

Interviewer: Safely, thank you Jacob. All about safety. Go ahead Benny.

Benny: It's the most repulsive place I've ever been to.

Observer 2: You mean that one?

Benny: Yes! It's the most repulsive!

Interviewer: Thank you Benny. Any other thoughts on the restrooms?

Nick: It's not the best thing to take a picture of it...

Interviewer: Why is that?

Nick: It's a bad thing.

Interviewer: Alright.

Observer 2: Well it gave us something to talk about didn't it?

Interviewer: I'm gonna go ahead and take that picture. Thank you.

Wendel: Make sure you wash your hand after that picture!

Observer 1: Is that something you've learned at camp?

Wendel: Yes to wash your hands and everything like after fishing and petting goats.

Interviewer: Alright so this is a picture of the outside of the gym. Make sure we pass it around so that everyone can take a look at it since we only have one. What does this show us that we've learned at camp?



Benny: That's interesting that you can see some of the inside from the outside. That's a great shot.

Denzel: We can play sports in the gym and understand what the rules are.

Interviewer: Awesome thank you Denzel. Yes Benny?

Benny: I coach for special Olympic basketball so this is absolutely perfect for what I do. One of the assistant coaches we teach our players how to be pro players. We teach them how to be brave in the attempt even if they fail to win. That's something that we emphasize a lot that it's not about winning. It's about the teams your playing are your friends that you've met over the years and that's the biggest thing.

Interviewer: Is that something you practice as well at camp or something you can learn at camp?

Benny: Yes, it is because your friends matter, they always do.

Interviewer: Thank you. What were you saying Norman?

Norman: That this kind of made me think of when we did the, a few day ago, when we did the balance your body. It can be a good place to work out in.

Interviewer: Awesome, thank you Norman.

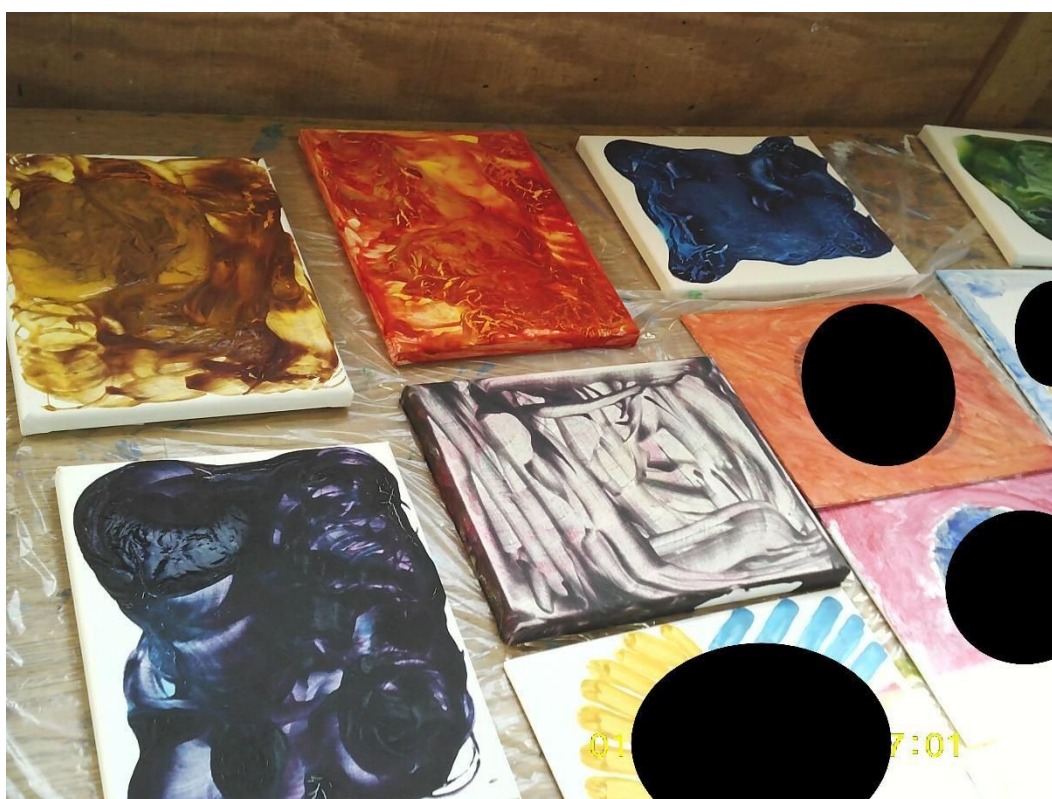
Wendel: I hate to bring this up but you can actually pop the ball that you're on. It happened to me. You can actually bust your butt in balance your body. I know from experience it can happen. It would just go POP and then your butt goes BOOM and you can't do anything about it.

Jacob: That reminded me that if you don't work out, if you don't stretch, if you don't get everything loose, you can hurt yourself.

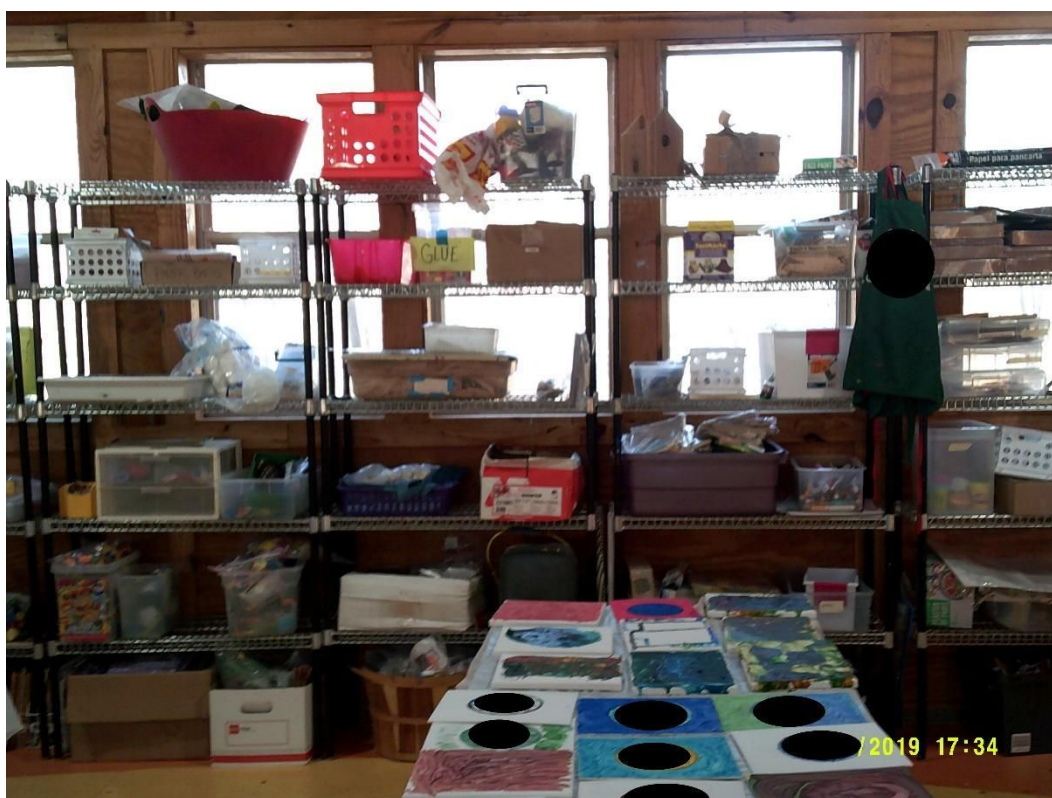
Interviewer: You can hurt yourself if you don't stretch?

Jacob: Yeah.

Interviewer: Thank you. Were there anymore comments on this picture? Alright. These are some pictures of arts and crafts. There's quite a few of them so I'm going to make sure that we get a nice even mix of everything in here. What do these photos show us that you've learned at camp? Go ahead Jacob.











Jacob: That you are always gonna, you always want to one wash your hands whenever you're done with arts and crafts because there's a sink right there. You always want to wash your hands before you leave because you might have paint on your hands. Also on this one there is a supplies sign. It is a good place to be organized.

Interviewer: Great place to be organized. Thank you Jacob.

Wendel: On the painting, the paint stains your hands so paint stains your clothes and then you can't wash them off so...

Interviewer: Good thoughts Wendel. Yes Norman?

Norman: I was going to say that another thing with art and everything it is a good place to be creative and express yourself.

Interviewer: That's awesome Norman Does anyone have any more thoughts on these pictures?

Observer 2: Let's swap these around so some down here can see them a little bit. Can you see all of them?

Interviewer: Go ahead Denzel.

Denzel: You can be creative and make new art. I learned from that how you can make different art.

Interviewer: Thank you. Go ahead Benny.

Benny: Well when I look at these pictures I think of how creative I can be. I can put paint on a canvas and create something that even blows my mind when I do it. It represents something from deep within you and so that's what I got from it.

Wendel: I have to agree with that.

Interviewer: Are there any more thoughts to what these pictures show us that we've learned at camp? Yes Jacob?

Jacob: Everyone's always welcome.

Interviewer: That everyone's always welcome?

Jacob: Everyone's always welcome.

Interviewer: Awesome. Why do you say that?

Jacob: Because it's art. When you're doing art, art doesn't judge you, you judge art because you've made it. So literally no one can judge you by what you are doing because you are the one doing it yourself.

Interviewer: That's awesome, thank you.

Norman: Art welcomes you.

Interviewer: Thank you Norman.

Jacob: I was going by this one here.

Interviewer: Oh okay, by the sign about high fives. Thank you Jacob. Were there any more thoughts on these pictures? Alright I'm going to take those up. This is one of the pictures that was taken I think maybe when we were turning cameras in. This was taken in this room. Does anyone have anything to say about this picture? Does this show us anything that we've learned at camp?



Benny: I came up with my pirate skit in this exact place and I thought that was very creative and it was something that I have never done before. It was something new and fresh and I thought when we did that, I thought it was very well put out.

Interviewer: Awesome, thank you Benny.

Norman: Yeah I guess like this is also like where Michael showed me that song. The Uptown Funk song and I would say when I was up there on that stage, I am not a huge fan of being up on stage by myself because it is almost another step type thing like out of my comfort zone. I'm definitely glad I did it because this is kind of another one of those steps of doing something I'm not use to doing.

Interviewer: Thank you Norman. Did everyone get a chance to see this picture? Does anyone have anything else they want to say? Alright. These are our last couple pictures we are going to take a look at. These are of the dining hall.

I believe Jacob took these pictures but if anybody has something they want to say about them, you can feel free to say something. What do these pictures show us that we've learned at camp? Go ahead Norman.







Norman: I would probably show that this one, like how we clean our tables. I think my mom has said this to me a couple of times, always leave or when you're leaving your area, keep it clean or cleaner than you left it.

Interviewer: Awesome, leaving the area cleaner than you left it. That's great Norman thank you. Yes Denzel?

Denzel: I went to wash your hands before you eat or prepare a meal before you start cooking. Like cooking your food and wash your hands if you touch something dirty and do it at least three times.

Interviewer: Awesome Denzel. Were there any more thoughts? We can kind of swap them around a bit and make sure everyone gets to see them. Were there any more comments on what this tells us we've learned at camp? Yes Benny?

Benny: That eating healthy goes a long way. I mean it can improve your health in the long stretch. It does things that can really boost your energy and not get you sick and not make you have to do all these things to make yourself better again. That's what it does for me.

Interviewer: That's awesome. Thank you Benny.

Denzel: That's a good idea.

Benny: Thank you.

Observer 1: Did you say something Nick?

Nick: Same thing.

Interviewer: About eating healthy?

Nick: Yeah.

Norman: Yeah thumbs up on that.

Interviewer: Awesome, thank you Nick.

Norman: I agree with Benny on that one.

Benny: Aw thank you.

Norman: You're welcome.

Interviewer: Were there anymore thoughts about these pictures? Alright then I'm going to go ahead and collect those pictures. Alrighty so I want to thank you for taking the time to help me work on this project. If you have any additional

questions you can always come to me or Dr. Observer 1 or Dr. Observer 2 and we're happy to answer any of your questions. Did you have any questions or comments right now?

Benny: I'm glad I came and I wish you all the best with this. I hope it all goes well for you.

Interviewer: Thank you Benny.

Jacob: That email that was sent out, I read that and during free choice normally I wouldn't do this but it is nice to help someone do something. Be kind to people and people will be kind to you and you just do the same thing back to others.

Interviewer: Well thank you Jacob. I'm really happy that you all came out today.