**2023**

Author: Ronald Clear Michelle Emery Nikki Pham

1/1/2023



**STAFF MANUAL**

**It all begins with giving**

**back……**

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 **\*\*\*\*\* Pages: 100-109 are to be printed out, reviewed and signed by each staff member\*\*\*\*\***

### Our Mission

To help all children no matter what race, religious creed, or financial condition, find happiness and joy in an outdoor camping environment, and to give them the opportunity to grow spiritually, socially and mentally through service to others.

### Camp4Kids Values

1. **Building values:**

Nightly cabin devotions are very valuable not only as a means of teaching children more about themselves, but at the close of the day they sum up all the day’s activities, sort of putting a nightcap on all of the fun, learning and experiences. This is the time when your kids are most apt to be lonesome and the quiet devotion is very helpful to dispel these feelings. Also, a practical matter it is often very hard to quiet your campers, but a devotional can do the job for you if done right.

The form of the devotions should be varied to include some of the following:

* A story
* A poem
* Discussion tied-in with the story
* Discussion of camp life situations such as: friendship, cooperation, cleanliness, snobbishness, brotherhood, self-control, overcritical attitude, loyalty, responsibility for other’s property, settling disputes, honesty, education, etc.

Plan for some of your devotionals, by bringing your own devotional materials from home if you feel you need to.

Each counselor should come prepared for devotions each night by bringing stories, discussion ideas, etc. Usually, however, the best devotion times will be those in which you share yourself with your campers – by sharing your thoughts (nothing really personal) you will be better able to encourage your campers to honestly discuss their own ideas and beliefs and they will feel freer to ask questions.

1. **Rags program adopted from the YMCA:**

Rages for camper’s ages 12 and older represent challenges to lead better lives both at camp and at home. Scores of Raggers will bear testimony to the strong impression the Rag has made on their lives. Each Rag has a specific challenge that will be explained early in the camp period at campfire by the Camp Director. The Rag program, can if used properly, be the most meaning full and live changing event a children might have. Use it wisely.

### Your Bill of Rights as Staff

1. Life offers choices beyond mere survival, live your life to the fullest.
2. I choose to help others, in doing so I help myself.
3. You have a right to say no when you feel unready or unsafe.
4. I believe that I can affect others in a positive way.
5. Change should not be motivated by fear but should be motivated by happiness.
6. You have a right to make mistakes and learn how to do it better.
7. By being happy you create a positive atmosphere, but it’s all right to be sad at times.
8. There is no need to smile when you feel like crying.
9. You have a right to end conversations when someone tries to hurt or humiliate you.
10. You have a right to relax and be playful like a child.
11. You have a right to change and grow.
12. You are entitled to your dreams.
13. It’s ok to feel angry with someone in the group who you care about.
14. You have the right to take care of yourself no matter what situation you’re in.
15. Criticism is not always bad; it is just sometimes hard to listen to.

### Character Development in Camp

One of the best things that the camp does is develop character.

All staff must be willing to take the challenge to accept and demonstrate the values of caring, honesty, respect, and responsibility. Leading by example is important because not “walking the talk” is a very big problem in character development. This does not mean leaders must be perfect in their behavior. An important aspect of Character Development is the challenge to always strive to improve, regardless of past attitudes and actions.

Character development is an ongoing effort that requires long-term nurturing. Therefore, no one should feel they have to force character development and values into every activity. Just be yourself, be open to change, and above all be positive.

### Basic Assumptions

### About what Parent Expect

What the studies shows with 95% certainty and within a 7% spread either way, that parents want the following top 7 (out of a total of 47 statements testified) characteristics from a child experience for their children.

1. 100.0% I will be confident that my child is free from physical and mental harm. Children will be **safe.**

2. 99.5% The program will have staff who genuinely likes children.

3. 98.4% The discipline used will be based upon **positive reinforcement** with children.

4. 97.7% The supervision of my child will be by someone who has no more than 10 children under his/her direct supervision.

5. 97.5% The program facility will always be neat, clean, and sanitary.

6. 96.7% I will be welcome as a visitor to my child’s site/program.

7. 95.5% The program content will provide experiences which my child will see as fun and interesting.

It is our job as volunteers of Camp4Kids to do our best to live up to these standards. Over the years our staff has given us 100% of their effort to accomplish these tasks. We expect nothing less from the staff we take to Camp every year.

### Relationship & Communication with the Camper Parents and Media

1. **COMMUNICATING TO PARENTS THE REGULATIONS**

Before a child arrives to leave for camp the parent has been given information (by way of our website) regarding camp, health history, our camp, etc. If a child arrives late beyond the time the buses leave, it is the policy of Camp4Kids to not accept late campers. The parent when talking with our staff is looking for personal interaction. Greet the parents warmly. Learn their names and be as helpful as possible. Before the parents leave their child go over the rules one more time about personal property regulations. **No one in camp, which includes campers and staff are allowed to have alcohol or drugs, no personal sports equipment’s, no animals, no weapons of any kind, no electrical devices including cell phones, no iPad, or tables, no electrical games, etc., no motorized equipment, and no fireworks,**. Also re-explain to the parents our search and seizure policies with respect to illegal substances or weapons, and explain why we require a safe camping environment.

Camp4Kids respect the rights of each person’s privacy; however we must also protect the rights of the group safety and well-being. All personal items should be clearly marked so there is not misunderstand of ownership. Each camper will be responsible for maintain his/her personal belonging. Camp4Kids does not take responsible for any loss, misplaced, or stolen item. Furthermore, Camp4Kids does not take responsible for sending a children, CIT, or counsel home who has broken the rules.

**COMMUNICATING TO PARENTS AND GNERAL MEDIA**

The Camp Director is best able to communicate policies and procedures to parents and the general outside media, should they have questions. Please refer all media related questions either from the parents or in case of emergency general media to the Camp Director. Any problem with a child should be handled through the Directing Staff.

**INFORMING THE DIRECTOR (AD.21)**

It is important that you keep the Directing Staff informed of any incidents or events with any child that parents may ask about after you camp is over. Parents are interested in what their child did and your Directing Staff is interested in telling them. Good communication is a step toward a successful camp. Remember, all emergency communication shall go through the Camp Director.

**PARENT COMPLAINT**

If a parent comes to you with a complaint or concern about their child, it is your responsibility to politely refer that parent to the Directing Staff. The Directors are trained to handle such situations, and is in a position to make changes and recommendations to solve the problem.

1. **CONFIDENTIALITY**

It is your responsibility to keep any information that parents might share with you regarding themselves or their children confidential. Any information you learn from reading children’s medical or consent forms is also confidential. Be professional in discussing anything that happens at camp.

1. **CUSTODY and COURT DOCUMENTS (OM-17)**

Parents that share custody, have primary custody, restraining orders, stay away orders, etc. are responsible for providing copies of all official court documents to the Directing Staff. The staff is responsible for following the instructions/arrangements as decided by the court, and provided in the documentation. The custodial parent will discuss the details of how to handle the situation if the non-custodial parent or the person being restrained shows up for the child. All court documentation should be stapled to the child’s emergency form. Children that come from DFS or Foster Care paperwork might be different that our normal paperwork. All information found on these forms are strictly confidential and may not be disclosed to anyone.

**5) NOTICE TO PARENTS** **(OM-15)**

The Directing Staff will notify either the parent and/or the guardian if there is a medical problem with a child, or accident or transportation delay. On the last day of camp, a member of the Directing Staff will be the last person out of camp, and will follow the buss back to the disembarking area. Camp4Kids with have an estimated arrive time, and if a delay occurs they will phone in the reason for the delay, and the new estimated arrival time. In all cases the Directing Staff will handle contacting the parents.

### Defining Leadership

The two most important personal qualities are **leadership** and **enthusiasm.**

Each Leader/Counselor is assigned a group of children by age. Encourage group activity. Counselors should get to know the desires, strengths, weaknesses and abilities of the individuals in their group. Allow the group to help plan daily activities based on the themes.

A Group or individual should never be left unsupervised:

1. If a child goes with another group for any reason, make sure the other counselors and directing staff knows.
2. Be on the lookout for wanderers from other groups.
3. Show genuine interest in every camper--avoid favorites.
4. Be liberal with sincere praise, but strive first for respect.
5. Be consistent. Campers are quick to spot inconsistencies.
6. Always seek the cause of a problem--never punish in anger. Don’t punish an entire group for the misbehavior of one camper.
7. Show confidence in the camper’s abilities to develop self- control and accept responsibility.
8. Keep campers who a potential problems interested and busy. Ask your director’s for help.
9. Never excuse yourself from a chance to help or talk something over with a camper.
10. Control your temper and set the example.
11. Encourage good participation-- it’s more important than good competition.

Top 10 Summer Survival Tips
Advice to help staff stay focused and avoid burnout

**1.  Eat nutritious meals**
Your mom was right, you need to eat your vegetables to stay healthy. Eating well-balanced meals is especially important at camp because of your high activity level and because you probably won't be getting enough sleep (see tip #2). Try to avoid junk foods and eat fruits, vegetables, or cheese for snacks. You'll also set a good example for your campers (see tip #8)!

**2.  Get enough sleep**
You are expected to give 100% percent to your campers when you are on duty. No one can do that if they aren't properly rested. Resist the temptation to say up late every night after devotions. Your body needs rest to replenish and be ready for the next day.

**3.  Exercise**There's nothing better for beating stress than exercise. Go for a run or a walk; or join in activities. Exercise helps clear your head, promotes good health, and helps you feel rejuvenated and ready to go.

**4.  Make some time for yourself**As difficult as it might be, find some time when you can do something you enjoy that isn't related camp. Write in a journal; draw; spend your time off reconnecting with your needs and values.

**5.  Keep a good sense of humor**It's true that laughter sometimes is the best medicine. It can bring people together and diffuse some tense situations. Camp should be fun. Relax and don't take yourself too seriously.

**6.  Find a confidant**A stressful day is more bearable when you can share your experiences with someone else. Find someone who will listen to and empathize with your frustrations and successes. Vent negative emotions in a way that is productive and nondestructive. The Director is always there to list and help you through your problems.

**7.  Resolve problems quickly**Don't let conflicts build. Camp is a close-knit community and it's important that everyone be able to work effectively together. Be patient and tolerant of each other.

**8.  Lead by example**Campers notice everything you do and don't do. Set a good example and your campers will follow your lead. Remember, you are the adult.

**9.  Expect the unexpected**No one can control all the variables in life, so be flexible and roll with the punches. It will rain, campers will get sick, and program activities will change. *The difference between being a good counselor and being a great counselor is being able to improvise, maintain a positive attitude, and keep going.*

**10. Be firm and consistent***Campers quickly learn just how far they can push you. From the start, make sure to enforce all rules fairly and consistently. Once expectations have been established, you'll find you won't need to discipline campers as much because they will know what they can and cannot do.*

### Health & Safety in Camp

**HEALTH AND NUTRITION**

Health involves feeling fit and taking care of our bodies as well as recognizing signs and symptoms of illness. Leaders have a responsibility to be a model for good health and to know and follow health regulations for Camp.

**SAFETY OM-15**

Safety involves taking all precautions to prevent accidents. It also includes all steps to handle an accident that has occurred. Safety of our children, staff is of the utmost importance. Always be alert for dangerous objects or situations that may arise. Remember you are responsible for the safety of the children while at camp. It is your responsibility to be prepared for any emergency, including being able to remain calm, sensible, and objective during a crisis situation. Be prepared to evacuate your cabin or any other building in the event of a fire or disaster and know your escape routes.

Providing for a safe environment for the children is an important part of each staff member’s job. There are many aspects of safety. First, the environment must be made safe by removing dangerous situations. Second, develop safety habits to decrease the chance of accidents. Third, teach safety concepts to children.

Keep in mind each child’s age, interest and abilities when at an activity.

Since children learn through active use of their senses, some great opportunities for learning occur outside. Remember, however, the camps in the mountains are potentially an extremely dangerous place. But with proper supervision, it can be a fun place for children and staff and the chance of injury to children can be greatly reduced. All staff should observe the following rules:

1. Know how many children are in your care at all times.
2. Count children before taking them to a program area, and use the buddy system for control.
3. Count children while they are out (more than once is preferable).
4. Count children when bringing them in (when in line outside and when beginning next activity).
5. Children should use equipment as it was meant to be used, i.e., climb on climbing equipment, not on tress, or over rocks, etc.
6. Never allow children to engage in hazardous play of any kind. Use redirection, distraction, praise and other techniques of positive discipline.
7. Staff should be actively involved with the children and supervising any dangerous areas closely, not sitting around talking to another counselor.
8. Children should be kept in sight of staff (never allowed to wander out of sight).
9. The number of children and age variation should be limited to avoid overcrowding dangerous situations.
10. Children must NEVER be left unattended.
11. If a child is injured or sick, do one of the following:
12. Call the Directors or another staff member to assist
13. Staff members must give their full attention to the children in their care.
14. The person at the site of the incident must immediately by way of his/her radio inform: both the Camp Director and the Health care personnel (or emergency services as appropriately (law enforcement, fire department, and paramedic) so that the professionals can determine the next course of action.

### Emergency Procedures and Risk Management Policies

### For Resident Camp

**POOL AND LAKEFRONT SAFETY PROCEDURES:**

The swimming pool and the lake are one of the most popular places in camp. They are also the most dangerous. To ensure the safe use of the lake, pool, or any body of water, the following procedures apply:

1. No one shall enter the pool area except during regularly scheduled activities, under the supervision of the Certified Lifeguard (as defined by ACA) in charge of the pool.
2. There shall always be at least one staff member with a current Advance Lifesaving card (as defined by ACA) and two lookouts for every twenty-five campers at the pool.
3. Running is not permitted in the pool area.
4. No diving in shallow water.
5. All non-swimmers must stay in the shallow end of the pool, and be supervised at all times. The ratio must be 1 to 1 for non-swimmers.
6. Children may not ride on the shoulders of other campers.
7. If at the lake, everyone must wear a PFD while activity involved in any watercraft activities.
8. If at the lake, no person shall be allowed on the lake before being trained on:
	1. Boarding and debarking trimming and movement on the craft
	2. The use of PFD,s and
	3. Self-rescue in case of capsize of swamping.
	4. Gone through oriented on the rules and boundaries of the lake
	5. Identification of potential hazards
9. No personal watercraft may be used at any time which at camp.

While at the pool, lake, or any other body of water, you as staff member are responsibly for watching over your kids, which includes health-related issues, behavior management, open lines of communications and overseeing the area for safety.

REMINDERS:

1. Staff members are expected to be in the pool with their campers during scheduled swimming activities. It is not a period off for you, or a time for you to get a tan by the poolside while leaving the responsibility to watch your kids up to the lifeguard.
2. Staff members are also expected to take their turn watching the pool, without being asked.
3. Remember to put plenty of sunscreen on your campers.
4. Staff members are expected to support the Advanced Lifesaver on duty at all times. They are in charge of the pool and everyone there.

**POOL OR LAKE FRONT EMERGENCY PROCEDURES:**

In the event of an emergency that involves rescuing a victim from the water, the procedures listed below must be followed, however you are NEVER allowed to use the pool at camp or any other public provider pool without having a certified lifeguard on duty. What this means is the person MUST have a lifeguard certification, which is to include a current certification in first aid and CPR. If someone required a rescue follow the steps listed below: (PA-30 & 31)

1. One lifeguard will rescue the victim.
2. Other guards or lookouts will continue watching the entire pool, not just the rescue.
3. In the event medical assistance is needed, the rescuing guard will send a counselor to the infirmary to inform a member of the medical staff.
4. Another counselor will control the crowd if necessary.
5. Rescuing guard is responsible for the victim until a member of the medical staff arrives.
6. If the lifeguard asks for everyone to get out of the pool, please assist him or her in the fastest possible manner.

**FIRE**:

The danger of fire is EXTREMELY HIGH! In compliance with State fire regulations, we will conduct regular fire drills. These may occur after nightfall as well as during the day. You will respond to every fire alarm as if it were really a fire. Follow the procedures listed below:

1. A bell or siren is the signal for an emergency or emergency drill.
2. Stop whatever you may be doing.
3. Proceed immediately to the line-up area; bring any campers you encounter on your way. Do not go looking for your campers! They should know to meet you there.
4. Once at the line-up area, line-up straight and quiet.
5. Counselors
	1. Check to see that everyone in your cabin is present.
	2. The Director will ask each cabin group if all campers and counselors are accounted for.
	3. If anyone is missing, the Directing Staff will organize the search. Be sure to give them the last known location of the missing person.
	4. Await further instructions from the Directing Staff
	5. Your responsibility is to supervise your campers. Make sure they stay quiet and calm. Stay with your cabin, unless you are instructed otherwise.

**EARTHQUAKE PROCEDURES:**

When an earthquake strikes, the ground will shake and rumble. The motion can be frightening, but, unless something falls on you, it’s harmless. Keep calm and ride it out.

During the Shaking:

1. If outdoors, stay outdoors, away from trees and any other falling debris.
2. If indoors, stay indoors.
3. Get yourself and your campers under sturdy furniture (table, bunks, etc.)
4. Stay away from windows with glass in them.
5. Stay calm.

After the Shaking:

1. Stay calm and reassure your campers that everything is ok.
2. Check to see if anyone is injured.
3. Check to see that there is no further danger. (fire, unsafe buildings, etc.)
4. Take additional steps, as needed, to ensure the safety of your group (i.e. move to a safer location, get medical attention if needed, etc.)
5. Further directions will come from the Directing Staff.

**MISSING, LOST OR RUNAWAY PERSONS: (OM-14)**

A missing, lost or runaway camper is a rare situation. If you believe a camper might be missing, follow these steps:

1. Check the immediate area. The camper may have wandered to the edge of the activity.
2. Ask nearby campers and staff if they have seen or know where the camper is.
3. Check with known friends (including friends in other cabins)
4. Check the bathroom, dining hall, and the cabin. Before leaving the rest of the group to find a camper, see that another staff member supervises them.
5. If at this point you cannot locate the camper, NOTIFY THE CAMP DIRECTOR IMMEDIATELY.
6. The Camp Director will call together the other Directing Staff members to search the rest of camp. If the camper is not found in ten to fifteen minutes from this point, he/she will be presumed lost.
7. The Camp Director will take appropriate steps at that time.

**If the camper is determined to be lost, the following procedure for lost campers must be followed:**

1. Only the Camp Director or Executive Director will call the authorities.
2. Get the Camp Director an accurate description of the child:
	1. Height
	2. Weight
	3. Hair color
	4. Clothes
	5. Last seen (when, where and with whom)
3. If deemed necessary, the Resident Camp Director and Camp4Kids Camp Director will divide the staff into three groups:
	1. One group to check out all the program activity areas
	2. One group to check out all the buildings in camp.
	3. One group to check out the main road and surrounding community
4. UNDER NO CIRCUMSTANCES WILL A STAFF MEMBER (RESIDENT OR LEASE) TALK WITH THE PRESS REGARDING ANY INCIDENT, WHICH MAY ARISE. Refer anyone with questions to the Resident Camp Director and Camp4Kids Camp Director.
5. If the child is still not found, the Camp Director will call for a shutdown of camp and everyone back to their cabin. More instruction will follow.

**WEIRDO’S/ KIDNAPPING:**

Custody disputes between divorced or separated parents can result in an attempt to remove a camper from camp. Sorry to say in this day and age, just a plain “Weirdo” may attempt to remove a camper from camp, or may wander into camp. The following procedures are vital in such situations:

Under NO conditions may a camper be removed from the camp without the permission of the Camp Director. All Staff members should refer all visiting persons (stranger or known) who arrive at camp to the Directing Staff. Do not allow anyone (stranger or known) to remove a camper from camp.

Should a camper be taken from camp without the express direct approval of the Directing Staff, then?

1. Get the license number of the car and descriptions of any persons involved if possible.
2. IMMEDIATELY notify the Camp Director of the situation.

**HAZARDS**:

There are two types of “Hazards”, natural and man-made. As staff leaders it is your responsibility to make sure that the safety of your children comes first. If you are uncertain about an activity, which might cause harm, don’t do it. Always keep children away from cliffs of steep falloff points, water hazards, wild or poisonous animals, (if uncertain walk away) or any other part of nature that may pose a risk. Furthermore, always keep children away from man-made hazards. This includes but is not limited to: tool shed, camp vehicles, and programs areas if not supervised, the kitchen, etc. If unsure, ask the Camp Director before proceeding. Remember safety comes first, second and third!

**SICKNESS ON THE BUS:**

Each bus will be staffed with an adult (21 years or older) who will be responsible for the safety of the children on his/her bus. They will be given the children’s health forms and consent to treat documents while on the bus, and will be in communication with the Camp Director at all times through the use of two-way radios, or cell phones. All staff should refer to this individual for assistance while traveling to and from Camp.

**FREE TIME**:

Staff members will be given at least four hours a day free time as a rest period. Before any staff is allowed to take this time, he/she must make sure that his/her cabin is being supervised by another staff member (counselor) or a director.

**EQUIPMENT:**

All Equipment used by residence staff is off limits, without the permission of the Camp or Residence Director. All equipment must be clean and free of any defects, excluding normal wear and tear, but must be maintained to the standard as set forth by ACA.

**UNAUTHORIZED PERSONS:**

All staff members and campers are told on arrival in camp to report any unidentified person to their counselor or one of the Directors immediately.

**BEHAVIORAL PROBLEMS**:

**We will not tolerate any form of corporal punishment nor bullying from anyone**. **This type of behavior will be grounds for dismissal and/or criminal prosecution. Camp4Kids has a zero tolerance policy.**

**MEDIA: (OM-15)**

Under no circumstances will a staff member (resident or lease) talk with the press regarding any incident, which may arise. Refer anyone with questions to the Resident Camp Director and Camp4Kids Camp Director. The Camp Director shall be responsible for contacting a camper parent or guardians in case of emergency.

**CAMP AND CABIN POLICIES:**

Do not attempt to move the bunks. They are arranged this way because of fire safety regulations. If you have to move them, get permission from the resident camp manager, otherwise leave them in place.

Do not write on walls, bunks, mattresses, or any surface that is located in the cabins, bathrooms, or any other buildings. Any graffiti will cost the person $15.00 per letter, and he /she will be held responsible for removal. All exits are to remain clear at all times. This is a fire safety regulation. No cabin decorations within ten (10) feet of the cabin. This is a state fire marshal regulation. You may put up posters (with tape, no nails). Any decorations done during the week of camp must be removed before departure for home.

Do not remove brooms or dustpans from cabins. They are there for your convenience.

**STAFF LOUNGE:**

A staff meeting will be held at the dining hall after breakfast. During the day, the Directors quarters will be open to staff for meetings and free time.

**SMOKING:**

According to Camp4Kids policy and ACA standards, smoking should be severely limited on camp property, especially in or around the dining and food preparation areas. There is a narrowly defined smoking area in camp. The director will inform you of where you can smoke. Please take into consideration the young lives you are influencing by smoking. No smoking will be allowed anywhere children may see you. Furthermore, it is the policy to follow state law; therefore no person under the age of 18 will be allowed to smoke without the written permission of their parents.

**TELEPHONE / EMERGENCY COMMUNICATION (OM-15)**

The camp has a pay phone outside the Residence Camp Manger’s office. Staff members may use this phone only. Children are not allowed to call home unless it is an emergency and approved by the Directing Staff. NO EXCEPTIONS. Furthermore, no cell phones will be allowed in camp. If your camper has a cell phone, take it away and give it to the Directing Staff who will return it upon arriving at Camp4Kids on Saturday afternoon. If in an emergency the camp phone and all forms of communications are cut off to the outside world, do not panic, the Directors are prepared and will direct the group to safety.

**RESIDENT STAFF:**

If a problem with a resident staff member should arise, please report it to the Directing Staff. Do not take it up with them. The Camp Director will take the appropriate action.

**HOSPITAL AND CLINIC VISITS**

In the event a camper or staff member needs specialized medical attention, a member of the Directing Staff will take them to the urgent care or the hospital. When it is necessary to take a camper/staff member to the clinic, make sure the following paperwork is taken:

1. The camper’s/staff member’s medical release form.
2. Copies of the camper’s insurance form. This form will most likely need to be signed by a member of the Directing Staff.
3. Signed authorization form.
4. The Director who takes the person to the hospital will always have a counselor or second Director with them to assist.
5. All Directors who might transport a camp in an emergency will make sure the vehicle is properly equipped with emergency items (current and up to date first aid kits, fire extinguisher, flares), and that the car has been inspected by a certified mechanic within 120 days of camp and that all items are fixed and in proper order.
6. That all Director demonstrate that they are proficient in their diving skills. (All Director will either meet or do a basis driving train lesson on night in a parking lot, or will attached to their driving skills). These items will include, how to backup, checking mirrors, how to handle an emergency if driving both from a sickness and behavior prospective, refueling and location of camper so you have eyes on him/her at all times, radio contact procedures in case of breakdowns, and general questions regarding transporting a camper or staff member.
7. Directors are the only ones allowed to transport a child, and only in cases of emergency in which 911 is not called.
8. All Director must at all-time have an open lines of communications to the Camp Director for updates on the status of a camper removed from camp for any reason.
9. You are NEVER to leave the child allow, (unless told to leave for medical reason by a doctor or register nurse).

**DEHYDRATION:**

From past experience, we have learned dehydration at an altitude of 7,000+ feet or greater is a serious problem. It also accounts for about **one-half** of the sickness in camp. A general rule for safety precautions:

1. At least 3 to 5 glasses of water per meal should be taken.
2. A drink of water between activity periods is a good idea.
3. You should carry a water bottle or camelback with you during the day.
4. Take **plenty** of water with you if you go on a hike.

**WATER CONSERVATION:**

Water conservation is a MUST. Although it may appear that the camp has plenty of water, remember there are groups before and after us. This amounts to thousands of gallons of water. Each person should limit his or her showers to 3 minutes of running water.

**SUN SAFETY ALERT:**

Skin cancer prevention is an everyday effort. Living in the outdoors can be a tremendous experience. But you must be aware of how dangerous the sun can be. Any doctor will tell you there is no such thing as a “healthy tan”. One in six Americans will develop skin cancer in his or her lifetime. Always wear sunscreen of SPF (Sun Protection Factor) 30 or greater when going outside, and if possible wear a hat to protect your head.

**WEAPONS:**

Any type of dangerous items, such as knives, guns, explosives, stars (Marshal Art’s equipment); fireworks, slingshots, ropes, etc. are strictly prohibited. The Camp Director will take whatever action he/she feels is necessary to protect the campers and the staff. This may include removal from camp, or arrest and incarceration.

**SIGNS & BOUNARIES:**

The staff is to orientate themselves and the campers with the safety regulations and emergency procedures in camp. The Director will conduct a fire drill the second date to make sure everyone in camp is prepared for any of types of emergency described in this manual including forest fire. The first day of camp the Camp Director upon arrive with descript to the camp population the camp boundaries for living areas, general activities, and outside boundaries of the camp. The Director will also discuss areas of concern regarding natural or physical hazards in camp, which may include such things as; animals, buildings and natural areas such as lakefront to be cautious about, water conservation, etc.

**Camp Evacuation Plan**

**EMERGENCY, FIRE OR DISATER EVACUATION PROCEDURE:**

If any staff member sights a fire or any other disaster or emergency such as storms, flooding, earthquakes, power outages or local threats, he/she will proceed directly to the Camp Office/Camp Director cabin and notify the person on duty of the details of the problem / incident. The decision will be made what appropriate action will be taken. If any staff member feels it is necessary to sound the alarm siren prior to notifying the directors, they should not hesitate to do so. It is better to be safe than sorry. The staff member who sounded the alarm will report the details of the disaster to the Camp Director or staff member in charge immediately.

Follow these rules as outlined herein:

1. All other staff members will proceed quickly and quietly with all campers (participants) to the Flag Pole Area located outside of the dining hall (if necessary, the volleyball court in the program area will serve as an alternate assembly area if the meeting place has been impacted.)
2. Camp staff will check all buildings thoroughly to be sure all buildings are empty.
3. Cabin leaders and group directors are responsible for accurate head count of all campers and staff and maintaining order and quiet. It is important for staff and leaders to remain calm.
4. Any and all directions given by the Camp Director must be carried out quickly and calmly. Everyone should remain at the flagpole quiet and in an orderly line until the Camp Management and Camp Director has inspected facilities and has determined it is safe for participants to return to cabin or activities.
5. If the San Bernardino Sheriffs or Forest Service/Fire Department is called in, ALL Camp4Kids staff will listen and follow their directives as called for.

**IMPORTANT INFORMATION:**

The Forest Service/Fire Department will be the agency to order the evacuation. The San Bernardino Sheriff’s office will be in charge of the actual evacuation. NO CARS WILL ENTER THE CAMP UNLESS IT IS TIME TO EVACUATE! ALL personnel (both residence and lease group) must be familiar with the evacuation plan. Everyone must keep calm—remember this area is supplied with many escape routes and needless excitement will only add to an already tense situation. Camp4Kids has in place a system to notify parents / guardians of the evacuation and the information on where they can pick up their child. Camp4Kids will follow protocol and one of the Camp Director will make the calls and will also inform parents electrically if possible about the evacuation, the pickup point, and any other critical information. Camper’s families should be given an alternate phone number to call in the event of an emergency. Typically the alternate phone number should be at our office down the hill in the city. (Phone lines become bogged down when hundreds of parents are trying to call at the same time). Staff must take all camper forms when evacuated. These forms will have emergency contact information for each participant and will be required to make any required notifications to families / guardians immediately upon arriving at the established evacuation center/location which will be determined by the Sheriff’s Department. The Camp Director or one of his/her other directors will make these parent/guardian notifications. The Directors will attempts to notify parents/guardians or other emergency contacts until ALL camper parents/guardians have been notified.

No staff member will speak with the media at any time or issue any statement. Refer all media to the Camp Director who will then refer to the Corporate CAMP office.

Health History and Examination

Health screening and physical assessment of campers should be conducted prior to the arrival at camp. A health history and examination form shall be kept on file for campers as well as staff.

Medications

All medications will be collected from campers, labeled and placed in a locked cabinet in the medical quarters. Inhalers/Epi pens will be retained by the medic for immediate access only if needed. All medications will be returned to the campers at the end of camp.

Isolation

A staff member (or doctor) shall be present while the patients is in isolation at all times, either in the isolation room or in the lobby of the medical quarters.

Emergency Medical Care

Certified staff members may administer basic first aid/CPR. If the injury/illness is life threatening, administration of medical care must continue until a physician, medic, RN/LVN or 911 personnel arrive to take over management and transport. Campers shall be accompanied by certified staff in all activities conducted on the grounds as well as off the grounds.

Accident Forms

Forms will be completed for all accidents by either the medic, or the staff member involved, or both.

Emergency Transportation

Emergency medical transportation will be provided by either the Camp Director or the Camp unless the injury/illness is life threatening. Call 911 for first line of defense. The normal response time is 15-25 minutes.

Sanitation

The cabins, restrooms, dining hall, and kitchen used by the campers will be cleaned and inspected daily by staff members designated by the residency camp director. The garbage and waste disposal area shall be cleaned and all waste removed daily by maintenance. The infirmary and isolation room will be cleaned and inspected daily by the Camp Medic.

Hazardous Material you might find in Camp

Although as counselors you may never run into hazardous materials if you do, follow these instructions. Identify the hazardous material by reading the [label](http://www.ehow.com/how_2002551_dispose-hazardous-material.html) on each product. If the label reads "wear gloves," then it may be toxic and damage your skin. Similarly, "Do not store in heat or near flames" means the material is inflammable.

Consider the best way to dispose based on what makes them essentially hazardous. Solidify all possible hazardous liquid by using materials such as saw dust or paper rags with good absorption quality. Wear gloves during the process. When done, collect the material using a thickly coated, plastic bag and take it to the garbage.

Safety Orientation

Before each and every program begins the cabin, along with their counselor is to go through the safety orientation for that program. It is to include: all safety rules and regulations for each specific program including specialize rules made for that program, proper use of the equipment including protective equipment (including headgear and shoes), safety signals and practices to use as appropriate for the activity, including reviewing any posted signed or checklist provided. You are not allowed to start the program without this orientation. All staff members leading the program MUST have written prove and documentation of a current CPR and First Aid card. Do not be afraid to ask the program staff person to show it to you.

### Camp Health Care Plan

**Health Care Needs of Participants**

1. Typical health care needs of campers:
2. Routine health checks
3. Administration of prescribed or over the counter medications
4. First response medical treatment for injuries
5. First response medical treatment for illnesses
6. Routine procedures for homesickness, bed wetting, special needs etc.
7. Typical health care needs of staff:
8. Routine health check
9. Storage of medications
10. First response medical treatment for injuries
11. First response medical treatment for illnesses
12. **Responsibility and Authority of Camp Staff in Health Care**
13. Health Care Staff:
14. There shall be a designated health care manager who has (at minimum) American Red Cross certification or equivalent.
15. There shall be at least one qualified provider (designated by the health care manager on duty at all times) who shall:
16. Have a minimum current certification in First Aid/CPR.
17. Be responsible for performing the duties described in the camp’s health care manager’s job description.
18. Be available at all times while camp is in session.
19. There shall be a minimum of one licensed RN / LVN or Medic available on call with which prior arrangements have been made to provide care in lieu of, or in addition to, the health care manager for resident camp.
20. General Camp Staff:
21. All camp staff will bring all campers and other individuals who are injured or ill to the infirmary to be observed by the health care manager or designate.
22. Individuals trained in first aid/CPR and who are currently certified will be present whenever activities are conducted.
23. Program staff shall be familiar and trained in any life-threatening emergency, which may be unique to the particular activity or hazard related to the program activity.
24. **General Routines for Camp Health Care and Sanitation**
25. Policies concerning written health record requirements:
26. All campers and staff shall have, on file, health histories which have been completed within the last one year and include, at minimum:
27. Current health conditions requiring medications, treatment, or special considerations while at camp.
28. Record of past medical treatment.
29. Record of immunizations including date of shots.
30. Record of allergies.
31. Staff shall update health histories each year
32. Volunteer staff health care history forms shall be kept with all camper forms in the med shed
33. All campers and staff must have, on file, permission for emergency care signed by an authorized guardian, or in the case of staff sign by an adult over the age of 18.
34. Health record logs of all treatment administered shall be kept in bound books.
35. All medical logs and forms shall be kept for a period of time, see Camp4Kids policy.
36. Camp uses and recommends using the form available from the American Camping Association.
37. Health Screenings:
38. Within twenty-four hours of arrival at camp.
39. The Camp Health Care Manager will be responsible to communicate any significant findings to the cabin leaders, program staff and directors’ staff as soon as possible. This will be communicated within twenty-four hours of the health screening.
40. General health screening procedures for campers and staff:
41. Who can conduct health screenings:
42. The camp health care manager or delegate will preferably conduct health screenings.
43. If the camp health care manager is unavailable or requires assistance, any staff employee designated by the camp director may perform the screenings. To perform such screening, the designated staff member must be over the age of 21, and be certified in basic first aid procedures.
44. Screenings should include:
45. Inspection for head lice
46. Visual signs of infection, such as:
47. Coughing or wheezing
48. Running nose – clear (allergy) yellow (infection)
49. Matted eyes
50. Flushed/hot skin
51. General lethargic behavior
52. Obvious signs of recent injuries:
53. Visual inspection of outer extremities for cuts bruises, swelling etc.
54. Camper/Staff member should be asked about general health.
55. Current medications should be reviewed and noted.
56. All medications shall be turned in at the time of screening for proper storage.
57. Significant findings shall be compared to current health histories and medical examinations for any discrepancies.
58. First Aid
59. Administration of:
60. First aid shall be administered in accordance with the standing orders on file in the office or within the scope of training received by the persons administering first aid treatment.
61. The camp health care manager has the primary responsibility for the administration of first aid.
62. All camp staff certified by the American Red Cross in basic first aid/CPR may administer first aid within the limits of training received. The Camp Health Care Manager will provide follow-up care.
63. All camp staff trained by the resident Camp Health Care Manager may administer first aid within the limitations of training received.
64. Staff administering first aid and/or witnessing injury or illness shall be responsible for furnishing information to the Camp Health Care Manager and assisting in the proper completion of all appropriate logs/forms. The camp Health Care Manager will ultimately be responsible for all record keeping.
65. Emergency Medical Care
66. Administration of:
67. Emergency medical care shall be administered in accordance with the standing orders on file in the office and/or within the scope of training received by the person administering emergency medical care.
68. The Camp Health Care Manager has the primary responsibilities for the administration of emergency medical care.
69. All camp staff certified by the American Red Cross in basic first aid/CPR may administer first response emergency first aid within the limits of training received, whenever necessary. The Camp Health Care Manager will provide follow up care.
70. All camp staff trained by the Camp Health Care Manager may administer emergency medical care within the limitations of training received.
71. Staff administering emergency medical care and/or witnessing injury or illness shall be responsible for furnishing information to the Camp Health Care Manager and assisting in the proper completion of all appropriate logs/forms. The Camp Health Care Manager will ultimately be responsible for all record keeping.
72. All staff members shall be trained by the Camp Health Care Manager in emergency medical procedures and any special conditions relating to each user group or a special needs group.
73. The following emergency medical situations require staff to ensure that camp health care personnel respond to the injury location. These individuals are not to be moved under any circumstance:
74. Individual become unconscious.
75. Individual is involved in a fall greater than 10 feet.
76. Individual is involved in a head or back injury.
77. Individual cannot move his or her extremities.
78. Written records are to accompany camper groups during all off site activities that are not considered routine. The Camp Health Care Manager will determine when the transportation of forms is necessary.
79. In an emergency medical situation, the camp director or authorized representative will assure responsibility of notifying parents/guardians.
80. All staff members involved in administering first aid/or witnessing the accident/injury will be responsible to assist the Camp Health Care Manager in completing all necessary logs/forms written reports describing incidents or accident. Furthermore all staff will be responsible for completing written reports if they are a witness to a serious situation that results in, or nearly result in, injury or danger to individuals. This will includes fires, natural disasters, danger from intruders or trespassers, crises arising out of camper staff, or any other emotional outburst or threat posing serious safety threat.
81. Daily Medical Care
82. The Camp Health Care Manager will be responsible for administering daily medical care.
83. Daily medical care consists of administration of routine medications, redressing of injuries and/or the area of campers/staff with special needs.
84. The Camp Health Care Manager will be available 24 hours at Camp for routine medical care. Medications will be dispensed according to the manufacturers of physician’s instructions.
85. Record keeping for daily medical care will be the responsibility of the Camp Health Care Manager.
86. The Camp Health Care Manager will dispense daily medical care in accordance with the most recent standing orders on file in the office.
87. All medications must be turned into the Camp Health Care Manager during the orientation/health-screening visit to the infirmary. All staff and campers must inform the Camp Health Services Manager of medications within their possession. The Camp Health Services Manager will determine whether the medication shall be locked in the infirmary. NO MEDICATION (WHETHER PRESCRIBED OR OTHERWISE) MAY BE KEPT IN ANY AREA, WHICH HAS UNRESTRICTED ACCESS TO GENERAL CAMP USE.
88. All medications (prescription or over the counter drugs) shall be kept under lock and key in the infirmary in a cabinet or refrigeration unit. All medications will be dispensed under the supervision of the Health Care Manager or delegate.
89. Camper prescriptions will only be dispensed in the participants original prescription bottle which includes:
90. Name of medication
91. Directions on how medication should be taken by individual
92. Name of doctor
93. Name of camper
94. Strength of medication
95. In the event the parent/guardian must be notified regarding daily medical care, the Camp Health Care Manager shall make the required telephone call after consulting with the Camp Director.
96. The Health Care Manager will make all appointments with the physician for campers or staff when needed.
97. Guide the counselors in regard to their responsibilities in noting and reporting illness, injury, or unsafe practices and conditions, and the recording of all such treatments.
98. Prepare first aid kits for emergency use for all counselors for use on hikes. Instruct counselors in correct first aid methods. The Health Care Manager must follow up all such treatments.
99. Make a physical check of campers upon their arrival at camp and review all health camper forms to assess for food and drug allergies, asthma, and other health concerns of the camper.
100. Routine Health Care
101. The Camp Health Care Manager shall be responsible for the supervision of routine health care and/or training of staff to recognize health care needs.
102. The cabin/group leaders shall be responsible for the monitoring of personal hygiene for individual campers in accordance with training/materials received from the Camp Health Care Manager
103. Cabin leaders who encounter campers with personal hygiene problems beyond that, which is considered routine, shall consult with the Camp Health Care Manager for further instruction.
104. The Camp Health Care Manager shall be responsible for the supervision of orders for daily medications including staff medication.
105. The Camp Health Care Manager shall be responsible for the supervision of all campers/staff using the infirmary. At no time shall a camper be left unattended in the infirmary. At no time shall a staff member by left unattended in the infirmary when the medication cabinet is unlocked.
106. Supervision of overall camp practices
107. The Camp Director will be responsible for the overall implementation of camp policies and procedures governing sanitary conditions.
108. The Camp Health Care Manager will be responsible for reporting any observable violations of sanitary and/or health procedures to the Camp Director.

**IV. Record Keeping**

1. The Camp Health Care Manager shall be responsible for the following record keeping:
2. All health history and health examination forms.
3. Daily medical log. The entries written in ink shall include:
4. Date, time, and name of patient
5. Description of injury/illness
6. Description of treatment
7. Administration of routine medications
8. Initials of person(s) evaluating and treating
9. Use only ACA “Health Record Log” books
10. Accidents/incident reports
11. All accident/incident reports must be filled out completely with no blanks left on the form.
12. All information should be factual with no opinions or bias.
13. Use only ACA accident/incident report forms.

**V. Provision of Supplies and Equipment**

1. Health care facility and supplies
2. The infirmary is centrally located between all cabins.
3. Medications/first aid supplies, equipment, medical logs, and standing orders shall be kept in the infirmary.
4. The infirmary shall have a minimum of four beds for isolation/sleeping accommodations for ill or injured staff/campers.
5. The infirmary is equipped with sink, shower, and toilet.
6. Medical supplies/equipment is located in the infirmary for use by the Camp Health Care Manager or authorized staff only.
7. The Camp Health Care Manager shall be responsible for stocking the infirmary, and the first aid kids as well as the proper disposal of outdated or unwanted medical supplies.
8. Supplies to be used by all staff:
9. Basic first aid kits are available as designated locations throughout camp and may be used by staff that has been trained in minimal first aid care.

**VI. Agreements with Medical Personnel, Hospitals, and Emergency Care Providers**

1. Camp Physician:
2. The camp physician will be located off site and arrangements made for access on an on-call basis.
3. The camp physician shall be a medical professional licensed to practice medicine in the capacity of “physician” by the state of California.
4. The Camp Physician prior to the beginning of the summer camp session shall review all standing orders, “Health Screening Procedures” and the “Camp Health Care Plan”. Any updates or changes shall be incorporated into existing plans immediately.
5. Arrangements with a secondary physician shall be made in the event the camp physician is unavailable.
6. Hospital/Emergency Facility:
7. A primary agreement shall be arranged with the Big Bear Community Hospital in Big Bear Lake, California, to provide residential treatment services.
8. Professional Therapy

1. Professional therapy is not available. Should the need for professional therapy arise, the Camp Health Care Manager shall discuss the situation with the Camp Director and appropriate actions will be taken to contact the guardians of the camper in need.

Coping with Camp Homesickness

Homesickness is something that every counselor, activity instructor, medic, administrative staff, and director will deal with at camp. It’s an inevitable phenomenon. What are the best ways to deal with homesickness or, more importantly, to prevent the onset?

**Prevention Is the Best Medicine**
Planning activities that help campers get to know other campers and showing them around the camp grounds helps campers get familiar with the facility and the people and makes them feel more at home. Often such activities can help prevent homesickness.

**Break the ice**
Ice-breakers and get-to-know-you games provide campers and staff with a way to get to know the likes and dislikes, skills, talents, attitudes, and personalities of the people that they will be spending time with during their stay. Play a lot of these games, and don’t stop after the first day. It may take two or three days for your campers to really feel comfortable.

**Raise campers’ comfort level**
Tell campers absolutely everything that they need to know about their camp stay. Tell them about what will happen on the first day, what their daily schedule will be like, when they will have free time, when their bedtime is, what time they have to get up, and when they will take their showers. Make sure to take them on a tour of camp and show them where everything is. Don’t forget to show them the location of the medic, the outgoing mailbox, and any meeting places that you might use during the week.

**Establish ground rules**
Make sure everyone is on the same page as far as cabin rules, camp rules, acceptable behavior, and what the consequences are if any of these norms are broken. Sometimes having campers come up with some of their own ground rules will raise their comfort level, too.

**Keep ’em busy**
During down times, campers tend to think about home and focus on the fact that they aren’t there. Early morning, rest hour, and before bedtimes, are times when campers may get homesick because these are times when they are used to being with their families. Try to keep their minds on other things. Play some quiet games, pass a story around, or write a group letter that you can copy and mail home to parents.

**Remedies**
What if homesickness strikes despite your attempts to prevent it? There are a couple of things that you need to remember. First, homesickness is highly contagious. It can spread before your eyes. Second, there are remedies, and many stories of homesick children have happy endings; some campers even want to return to camp next year.

**Set goals**
If you find yourself with an unhappy camper, one of the keys to curing the ailment is to set attainable goals, both for the camper and for yourself. The goals may be as simple as making an agreement with the camper that he needs to stop crying until dinnertime. You may ask a camper to try to remember three times during the day that he smiles and then tell you about these times the next time you meet. The staff member may try setting a goal to continue to encourage the camper and to work on the problem for an entire day before asking for help from another staff member or the camper’s parents.

**Ask for help**
The great thing about working at camp is that you are never alone. Other staff members are there to support you, and they are ready and willing to help. Keep in mind that experienced staff has handled these kinds of problems before, and they might have some good ideas to get your camper through the next hour, day, or week. Sometimes it helps to have someone else in camp that understands the situation and can talk to your homesick camper.

**Give a little extra TLC**
Homesick campers might just need a little extra care. Spend a little extra time with them or ask the assistant director or other staff member to take a special interest in the camper. At first the camper may cling to this newfound friend, but little by little the camper will become more independent and join in activities with the cabin group.

**Don’t make promises you can’t keep**
Kids can be devious when it comes to getting something they want, and counselors must be sure they don’t make promises that they can’t or aren’t willing to keep. Sometimes when you’re trying to get a child to stop crying, you may promise a phone call home or something even worse. Remember, your campers’ parents or guardians sent them to camp for a reason, and it is best to find out what that reason is before you start making promises. Maybe a mother sent her daughter to camp to become a little more independent; maybe a camper’s parents are on an extended vacation in Europe. Talk to the Directing Staff before you make any promises.

**Share**
At times, campers just want to know that they belong. Give them your favorite stuffed animal to borrow while they are at camp. Share a funny story about when you were a camper, or share a secret that helped you not feel homesick. Have them share some things about their lives, too. Ask them about school or their baseball team or their last dance recital. Keep them talking and thinking about anything, and show interest in them. And sometimes, you just have to share a smile to help your campers feel better.

Camp Program Goals and Expectation

Camp is about to begin and the atmosphere is full of excitement. Are you ready for campers to arrive? Hopefully, you are ready!

Here are some tips and thoughts to help you through the challenging times ahead. As counselors, your primary duty is to ensure the safety of the children entrusted to the camp. In addition, you are there to ensure that the summer is enjoyable. As you go through try to remember this and keep these tips in mind. They may keep you out of trouble and may help you make a difference this summer.

**Know Your Job**
you should have a clear understanding of the management structure at camp. This is important in the event you are confronted with problems or issues that are outside of your role, responsibility, or authority. You are the first line of defense for the camp directors, and they are depending upon you to know what you can and can't do, as well as know who to go to when you need help.

**Be on Time**
This is one of the characteristics of a dependable person. It is important to be dependable. If you are dependable, you become trustworthy. This may sound trite, but it is fundamental. The rules and schedules at camp are important and as a staff member you are expected to follow and respect them.

**Listen**
Listen carefully when announcements are made during the day and during meals. Ask questions if you are uncertain about your instructions. Someone's safety — yours, a camper's, or a fellow staff member’s — could depend on the information being shared. If you are talking or otherwise distracted, you could miss vital and important information.

**Think and Exercise Good Judgment**
Think! Consider the risks and consequences of your activities and be prepared in case something doesn't go as planned. The more time you take to be prepared, think, and anticipate, the more likely your response will be appropriate. Exercise good judgment. Listen to your instincts, and if you make a mistake this summer, err on the side of safety.

**Stay Focused on Safety**
Camper safety is your number one goal. Stayed focused on this throughout the week. Pay attention to your work at all times. Statistics show more injuries occur in the bunks during rest time than during any other time at camp. Don't let your guard down during rest time or during any other time. Fatigue contributes to injury. Keep this in mind, and make sure you and your camper’s get enough sleep and rest. Do what you can during the day to reduce the risk of injury from fatigue.

**Complain Constructively**
Be a problem solver. Don't create problems by complaining inappropriately. If you see problems, make constructive suggestions to fix them and pass them along through the chain of command. Complaining to fellow counselors undermines the authority of the camp director. Successful counselors demonstrate problem-solving skills and positive attitudes.

**Wear Personal Protective Equipment**
You are a role model for campers. It is very important for you to wear the personal protective equipment required during activities. Wearing this protective equipment is also important for your own personal safety. Wear personal flotation devices when in the canoe on the lake - no matter how confident you are about your swimming ability. Wear proper footwear. There is nothing worse than injuring your feet or ankles because you wore the wrong footwear during activities. If you have a pre-existing athletic injury requiring the use of a brace, wear it. Ditto for campers!

**Be a Risk Manager**
Take time to identify the risks associated with the activities at camp. You will get some help with this during pre-camp orientation. Invest some time identifying where campers can get injured.

**Have a Caring Attitude**
If you can develop a caring attitude, you will enjoy helping others. Parents are depending on you to care. Your director has hired you because you have skills and qualities needed to help care for the children entrusted to them. Having a caring attitude will help you have a wonderful summer and deliver a "world of good." Good luck, be safe, have fun!

**Environmental Practices**

Camp4Kids believes in low-impact camping. Camp4Kids goal is to teach its campers on how to be sensitive to the environmental concerns of our planet, and how to minimize damage to the environment.

**Development Goals**

The Goal of Camp4Kids is to help campers develop their decision-making skills, their physical, spiritual and metal wellbeing and self-worth. Outcomes relate to behavior, skills, knowledge, attitudes, values, a change in condition, and

other attributes brought about by the camp experience.

Risk Management
Develop an Attitude about Safety

The primary responsibility you have as a camp counselor this summer is to supervise the children the camp director has entrusted to you. You are to ensure that each of them has a safe and enjoyable time. The camp director selected you because you have certain skills, abilities, knowledge, or experience that the director believes will cause you to succeed at this task. But sometimes it is very easy to lose sight of your primary goal. So in addition to developing an attitude about safety, you must concentrate and stay focused on your supervisory role.

**Top Ten Safety Priorities**
To help you build safety awareness at camp this summer, here is a list of the top ten safety priorities you should remember.

**1. Get to know your campers and be sensitive to their issues and needs**Your campers come from various backgrounds and circumstances. Each has a set of expectations, and each brings unique issues with them. Some are gifted athletes. Some campers will have behavioral problems or health and special dietary needs. You need to know which campers have allergies to bee stings and what to do if the camper is stung. You need to know who needs to go to the health center to take daily medications. The director or the camp medic will provide you with this kind of information. Remember whatever you learn about a camper in these areas is confidential.

**2. Enforce the rules and guidelines of the camp community reasonably, equitably, and consistently**You will get a handbook, which outlines the rules and guidelines of the camp community. Pay attention, listen, ask questions, and take the time to understand. It is important that you know what to do, when to do it, and why. Yours, a camper’s, or a fellow counselor’s safety may depend on your ability to know what to do and what to avoid. Part of developing an attitude about safety involves following the rules. Think! If you are uncertain and you are in a situation requiring that you use your judgment, make the decision that puts safety first.

**3. Act within your authority and refer all matters outside of your authority to the Director**
This chain of command is important because it is one of the links that helps ensure the safety and well-being of the campers. If you are uncertain, ask questions, don’t make assumptions.

**4. Be aware that after a busy school year, campers may or may not be physically fit for the activities you have planned for them**
Campers come in various shapes, sizes, and ability levels. Constantly evaluate and re-evaluate the activities you are leading and monitor the condition of your campers. Make sure water is always available and that you give breaks for water and shade as needed. Injuries increase when campers and counselors are fatigued and when campers are encouraged to participate in activities that exceed their ability. This is not to say you shouldn’t challenge campers to improve their abilities just that pushing them beyond their current abilities can lead to injuries.

**5. Pay attention around water activities**Lifeguards are specially trained to augment safety and provide rescue capability if needed, but safety at the waterfront or in the pool is still your responsibility. This is not the time to take a break or relax and let the lifeguards handle things. It is a time to stay focused.

**6. Pay special attention to non-swimmers**
Keep an eye on non-swimmers. Unfortunately, children drown every summer. Lend your eyes to the watchful eyes of the lifeguards to prevent a camper in your care or anyone at your camp from drowning this summer.

**7. Make sure you and the campers wear PFDs when boating**
This safety priority is an ACA standard, and a practice that should be rigidly enforced. Remember, you are a role model for campers whether or not you want to be. Campers will imitate your behavior. Wearing a PFD and using the appropriate safety equipment shows your attitude about safety and will send a message to your campers about it as well.

**Safety Is Everyone’s Responsibility**
Safety at camp is everyone’s responsibility. Having the right attitude about safety starts with the camp director, but implementing and executing the safety plan is your responsibility.

Problem Solving at Camp
Creating Win-Win Solutions

Camp can offer a child more than mere fun. Camp is also the ideal environment to help campers develop their problem-solving skills.

Children learn problem solving through trial-and-error and modeling (watching how adults solve problems). Camp, with its community living focus, presents a constant source of potential conflicts and, thus, incidents in which to practice problem-solving skills. Camp also offers endless observation of how others (especially counselors) solve daily problems.

**Successful Problem Solving**
Children have a limited repertoire of responses when involved in a conflict; the first solution that comes to mind is often acted upon. This is one reason why young children often react aggressively, hitting or pushing the other child, when faced with a conflict. Adults, in comparison, have the ability to consider various responses and weigh the consequences of each.

Successful interpersonal problem solving results in win-win solutions where all parties involved in a conflict are satisfied with the resolution. Each positive resolution to a conflict is a learning experience that lays a foundation for mature and insightful problem solving in the future.

**Steps in Problem Solving**
When a conflict occurs, the first step is to refrain from action. Children often act impulsively before accurately assessing the entire situation. Slowing down can enables the parties to assess the other person’s feelings and to come up with possible solutions.

**Assess the situation**
Attempt to determine how the other person is feeling by looking at his facial expression and body language. Since this is only a guess, you should also ask simple questions, such as “How are you feeling?” or “What happened?”

**Determine each party’s goals**
Determine what each camper desires as an outcome. What resolution would best satisfy him or her?

**Brainstorm Solutions**
Have each camper think of as many ways to reach the desired goal as possible. The more ideas you come up with, the more possibilities for resolution of the problem. Even if some of the ideas are completely untenable, they are still accepted as possible solutions. Brainstorming requires uncritical initial acceptance of all ideas.

**Select a course of action**
Each of the brainstormed responses has possible repercussions if acted upon. What are the pros and cons of each idea? One choice may only increase the severity of the conflict or result in smoldering bad feelings for one or all parties in the conflict. Another idea may have a more equitable and positive outcome. The major objective in this step is to determine what effect(s) the chosen plan of action will have on the other person in the conflict.

**Carry out the plan**
Act upon the plan that will accomplish the desired major goal and, at the same time, result in minimal stress or further conflict in the relationship.

Problem solving by this method may appear to be a lengthy and tedious process, and, at first, it is. Having to walk through a long series of steps is rarely exciting. With practice, however, this process will become automatic.

**Camp as Life’s Classroom**
There are many times during the camp day when you can teach problem-solving skills. Also, keep in mind your interactions with campers and other camp staff can be excellent examples for campers to observe you solving problems effectively.

**Staff’s everyday interactions**
When faced with the common but nevertheless frustrating incidents that occur with campers (e.g., lateness for meals; untidy cabins; lack of cooperation in quieting down in cabins at bedtime), camp staff can actively model problem solving. By sitting with campers and verbally walking through each step to exhibit how a certain decision is formulated, they will learn the necessary cognitive steps for their own attempts. Counselors come to a camp expecting to teach a multitude of skills such as swimming and crafts; problem solving is simply an elaboration of the position’s responsibilities.

**Daily bunk meetings**
**At a pre-arranged time daily, hold an informal meeting to discuss the major events of that day. Discuss any conflicts that occurred. If a counselor witnesses an altercation between two campers, present this and request feedback from the entire group on the success of how the campers solved the problem. The other campers in the group can offer alternative solutions and possibly perform a role play.**

**Campers’ daily interactions**
After witnessing counselors solve problems and, practicing problem solving during bunk meetings and amongst themselves, campers can begin to use the steps in their daily interactions. When conflicts occur, staff can intervene and remind the involved individuals of their problem-solving abilities. Staff may need to walk through the entire sequence or simply initiate the process and let campers work it out on their own.

As children grow into adulthood, the memories of their camp experiences may be lasting treasures, but the social skills they develop while at camp may be a major reason for success in life.

### Information on Child Abuse

Child abuse and neglect is a national problem which has increased to epidemic proportions in the United States. More than 2.5 million reports of child abuse are made in the United States annually with hundreds of deaths related to child abuse reported each year.

Most runaways, adolescent prostitutes and teenage delinquent’s report having been victims of some form of child abuse, and it is reported that a majority of violent criminals suffered abuse, either physical and/or sexual as children.

Abuse robs children of the opportunity to develop healthy, trusting relationships with adults, contributes to low self-esteem, and impairs healthy psycho-social development. Indeed, the effects of childhood abuse often last a lifetime.

What is child abuse?

The term "child abuse" can be defined as any behavior directed toward a child by a parent, guardian, care giver, other family member, or other adult, that endangers or impairs a child’s physical or emotional health and development.

While child abuse and neglect affect all segments of society and know no socioeconomic, cultural, ethnic, or religious boundaries, included among the factors which often contribute to child abuse are alcohol and substance abuse, lack of parenting skills, economic difficulties or poverty, domestic violence and previous victimization.

Child abuse includes four major categories: physical abuse, sexual abuse, emotional abuse, and neglect.

### Child Abuse Policy...Signs to Watch for

Following are some of the signs parents and counselors should be alert to as they relate to children. Of course, the presence of these behaviors may signal problems, the child is dealing with, other than abuse. In any case, they should be checked out. Parents and counselors who care for a child and are around him/her for extended periods of time are the best equipped to know what “normal” behavior is for that child. They are also most apt to detect unusual behavior or a sudden change in behavioral patterns.

If you have a concern, but are not sure, it may be reassuring to check it out with someone else. The Directing staff can be helpful to you in this way.

No single sign is proof that there has been abuse, but by watching for groups of signals, you can usually be certain that something is wrong. Young children do not lie about or make up the fact that they have been abused. Listen and watch your children at play, in your cabin at night, during rest period, etc.! Knowledge of the possible changes a child might experience as a result of abuse or molestation gives you an edge to recognizing the symptoms.

Behavioral signs include:

 \* being unduly hostile to authority

 \* being excessively disruptive or overly aggressive

 \* being violent toward other children

 \* contemptuously refusing to do what is asked or to follow directions

 \* destroying property and stealing things from others

 \* being extremely passive or withdrawn

 \* being a social isolate in group settings

 \* being a shy child who frequently daydreams or cries a lot with little apparent reason

\* being a fearful child who is often uncomfortable and sometimes threatened in the presence of adults and /or seems unduly afraid of a particular individual or individuals.

 \* being unable to concentrate for any reasonable length of time

 \* being consistently tired and unable to stay awake

 \* being bored during very stimulating activities, which appeal to and capture the interest of most

children.

\* chronically wanting to stay home and miss activities that have been part of the child’s regular schedule

\* being habitually late for regularly scheduled activities and consistently wanting to go home early, complaining of illness or related symptoms

\* being consistently absent or indicating abrupt illness on days when physical activities are included in the scheduled program, complaining that physical activity causes pain or discomfort

 \* having a child confides that he or she is having sexual experiences

 \* child is being sexually molested or is sexually active

 \* being unable to sleep and experiencing nightmares, bed-wetting, tiredness or fear of sleeping

 \* exhibiting eating problems such as loss of appetite, obesity, swallowing problems

 \* being fearful of going to certain places

 \* participating in excessive masturbation or bathing

 \* reenacting abuse using dolls, drawings, or friends

 \* exhibiting excessive clinging or fear of separation

Physical signs of possible sexual abuse:

 \* Vaginal discharge

 \* Bloody underpants

 \* Pain and itching in the genital area

 \* Injuries

 \* Difficulty in walking or sitting

Once again we wish to stress that the above behaviors characterize many children who are experiencing problems yet are not abused or being molested. It is important that you be tentative in conclusions, open to new information, and consider the total context within which each observed behavior occurs. Be observant, but try not to look for what may not be there.

In all situations what children need most is the comfort, love, support and reassurance from parents and others who care for them. They need to know that when they tell significant adults about a fear or a problem they are having that they are still okay and that doesn’t mean that they will not be liked or that that person(s) will be angry with them. Most children do not tell about abuse or molestation because they are afraid they will be blamed, be disbelieved or even rejected.

The quality of the relationship you have with your child on a daily basis can be your best support if you are faced with a problem of abuse or molestation. If your relationship is open, one of mutual respect and caring, where your child feels he /she can tell you anything and not lose your respect and love, you certainly have the beginnings of a strong defense against these kinds of problems.

### Signs of Sexual Abuse & Indicators

### Signs of Physical Abuse

• Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (belt buckle. electric cord) or an infant in various stages of healing regularly appear after absence, weekend, or vacation

• **Unexplained burns:**

* Cigarette burns, especially found on palms, soles of feet, abdomen, buttocks immersion burns producing "stocking” or "Glove" demarcations on hands and feet; "doughnut shaped" on buttocks or genital area

• Rope burns

• Infected burns indicating delay in treatment burns in the shape of common household utensils or appliances

### Behavioral Indicators

* Behavioral extremes (withdrawal, aggression, regression, depression)
* Inappropriate or excessive fear of parent or caretaker
* Antisocial behavior such as substance abuse, truancy, running away, fear of going home
* Unbelievable or inconsistent explanation for injuries
* Lies unusually still while surveying surroundings (for infants)
* Unusual shyness, wariness of physical contact

### Physical Indicators

* Torn, stained or bloody underclothes
* Frequent, unexplained sore throats, yeast or urinary infections
* Somatic complaints, including pain and irritation of the genitals

• Sexually transmitted diseases

• Bruises or bleeding from external genitalia, vagina or anal region

* Pregnancy

### Behavioral Indicators

* The victim's disclosure of sexual abuse
* Regressive behaviors (thumb‑sucking, bedwetting, fear of the dark)
* Promiscuity or seductive behaviors
* Disturbed sleep patterns (recurrent nightmares)
* Unusual and age‑inappropriate interest in sexual matters
* Avoidance of undressing or wearing extra layers of clothes
* Sudden decline in school performance, truancy

### Signs of Emotional Abuse

### Physical Indicators

* Eating disorders, including obesity or anorexia
* Speech disorders (stuttering, stammering)
* Development delays in the acquisition of speech or motor skills
* Weight or height level substantially below norm
* Flat or bald spots on head (infants)
* Nervous disorders (rashes, hives, facial tics, stomach aches)

A parent/caregiver who continually uses any of the following when interacting or disciplining a child is emotionally abusing the child:

• Rejecting (e.g., saying "I wish you were never born")

• Criticizing (e.g., saying "Why can't you do anything right?")

• Insulting (e.g., saying "I can't believe you would be so stupid")

• Humiliating (e.g., embarrassing a child in front of other people)

• Isolating (e.g., not allowing a child to play with friends)

• Terrorizing (e.g., scaring a child by saying “The police will come and

 take you away")

* Corrupting (e.g., always swearing in front of the child, or getting the

 child to participate in things against the law)

• Not responding emotionally

• Punishing a child for exploring the environment

### Behavioral Indicators

* Habit disorders (biting & rocking, head‑banging)
* Cruel behavior, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated
* Age‑inappropriate behaviors (bedwetting. wetting, soiling)
* Behavioral extremes; overly compliant demanding; withdrawn aggressive; listless excitable

### Signs of Neglect

### Physical Indicators

* Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores body odor
* Squinting
* Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes) overdressed or underdressed for climate conditions
* Untreated injury or illness
* Lack of immunizations
* Indicators or prolonged exposure to elements (excessive sunburn, insect bites, colds)
* Height and weight significantly below age level
* Begging or collecting leftovers
* Assuming adult responsibilities
* Reporting no caretaker at home

### Behavioral Indicators

• Unusual school attendance

• Chronic absenteeism

• Chronic hunger, tiredness, or lethargy

### Sign to look for in a Young Child

• Is hyperactive.

• Is disruptive and/or demanding.

* Shows unhappiness by crying or being unduly anxious.
* Behaves in an overly complaint manner.

• Has a short attention span or displays lack of attention.

• Is preoccupied: seems to live in a "dream world".

Displays regressive behavior

Such as return to younger, more babyish behavior

I.E.: thumb sucking, bed wetting or soiling, baby talk, clinging etc.

* Inserts objects into the vagina or rectum.
* Is clinging or excessively dependent.
* Has sleep disturbances

I.E.: nightmares or fear of the dark, fear of going to bed, screaming, phobias, hysteria, etc.

* Has a change or loss of appetite
* Protests suddenly or continuously when left with someone he or she knows, such as a relative, neighbor, day care worker, baby‑sitter, etc.
* Has a fear of particular area of the house or a particular family member or is afraid of being left alone with a person of a particular sex
* Gives an indirect message by refusing to go to the house of a relative or friend for no apparent reason.
* Is inappropriately affectionate toward strangers.
* Shows an unusual and exaggerated interest in people's bodies.
* Has a detailed and age appropriate understanding of sexual behavior and is preoccupied with sex in conversations.
* At play explicitly mimics sexual activities.
* Displays unusual interest in or preoccupation with sexual acts of language far beyond the developmentally normal level and may act out with sexual approaches that appear to be sexually provocative with behavior with adults
* Draws pictures that indirectly depict sexual activity sexualized drawings.
* Reverts to bed-wetting.
* Is suddenly reluctant or resistant to going to a specific place
* Have nonspecific physical complaints, such as headaches, sore throat, nausea, etc.
* Is irritable or has sudden shifts in tempter.
* Hints about sexual activity or states that he/she has been abused.
* Makes unusual statements that only make sense in a sexual content.
* Has poor peer relationships or is unable to make friends.
* Has a poor self-image and lacks self-esteem.
* Does not participate in school and/or social activities.
* Is afraid to remove clothing or refuses to use toilet facilities when attending day programs.
* Where a male perpetrator has sexually abused a female, shows seductive behavior with males.

### Sign to look for in an Older Child

* Loses his or her friends.
* Has an academic problem.
* Is unable to concentrate
* Withdraws, both from usual activities and from others.
* Has recurrent physical complaints that are without physiological basis, abdominal pain, headaches, sore throat, nausea, etc.
* Does not trust people, particularly significant others.
* Is unable to "have fun".
* Suffers from clinical depression.
* Have suicidal feelings or behavior.
* Engages in self-destructive behavior i.e.: Drug or alcohol abuse, suicide attempts, etc.
* Suddenly loses interest in her/himself i.e.: There is a change in personal hygiene or care.
* Has a poor self-image and lacks self-esteem.
* Is unable to eat or overeats excessively.
* Is unable to sleep.
* Acts out or behaves aggressively.
* Makes unusual statements that only makes sense in sexual context. Hints about sexual activity or states that he or she has been abused.
* Has a sudden interest in sex, pregnancy, or sexually transmitted diseases.
* Acts out sexually or engages in prostitution.

### Reporting Suspected Child Abuse Procedure

**STEP 1:**

When there is a report of suspicion of child abuse, the staff to whom it has been reported will immediately inform the Camp and Program Directors who will immediately attempt to confirm the facts and the condition of the child.

**STEP 2:**

The staff that initiates the report and a member of the professional staff will immediately contact the Child Abuse Registry at 714-938-0505 and or the social worker, or he police.

**STEP 3:**

In the event the verified repeated incident or suspicion involved a staff person or program volunteer the responsible Camp Director and the executive will without exception, suspend the person from all activities involving the supervision of youth, and will start an investigation.

**STEP 4:**

The Directing Staff will not notify the parent(s) or legal guardian(s) of the report if told to by the appropriate authority. In consultation with Children’s Protective Services, the Camp and General Director may discuss a verified report personally with the appropriate party.

**STEP 5:**

In the event the reported incident involves a staff member, participant or any individual in a program area, an insurance report form will be filled out and sent within 24 hours. Record the name of the child protective service worker to whom the report is made, as well as the date and time report was made. Record as much detail as known.

**STEP 6:**

If a staff member is involved in a reported suspicion of abuse all pertaining policies and procedures will be followed.

**STEP 7:**

Reinstatement of a counselor or staff person will occur only after all allegations have been cleared to the satisfaction of the General Director and the investigating agency.

**STEP 8:**

All staff is to be sensitive to the need for confidentiality in the handling of information in this area and must be instructed to discuss matters pertaining to verified abuse or suspected abuse **only with an appropriate designated Director**.

### Why children are sexually abused and who are the abusers?

Those who sexually victimize children often suffer from an emotional or psychological dysfunction, usually as a result of their own previous sexual victimization. They often have severe sexual problems and difficulty relating to adults. Most are adults with whom the child is familiar, and they may repeatedly abuse the same child. An adult who is a stranger to the child will often abuse that child only once but may continue to abuse other children. Factors to be aware of include:

* The majority of child molesters are men who abuse both boys and girls. Women make up a small percentage of those who sexually abuse children.
* A large percentage of those who sexually abuse children were themselves victims of sexual abuse as children.
* The majority of all sexual molestation is committed by someone the child knows or trusts, e.g., a family member, relative, baby-sitter, neighbor or authority figure.
* Studies indicate that half of all child molesters are under the age of 31 and only about 10% are more than 50 years of age.

What to do if you discover a child has been sexually abused --

First and foremost, **DO NOT DENY THE PROBLEM**. Believe what the child tells you no matter how unbelievable the information sounds.

* Control your emotions. Fear and anger on your part are natural reactions but may be frightening to the child. Let the child know that your feelings are not directed at her or him.
* NEVER blame, punish or embarrass the child.
* Reassure the child that she/he is safe and that it was right to tell you. Let the child ask questions, and then provide answers that can be understood.
* Find out as much as possible about the events leading up to, during and after the incident. BUT...do so delicately. If the molester was a stranger, carefully get a description of the face, clothes, location, car, etc.
* Immediately contact a physician for treatment of physical injuries and file a police report of the abuse. Provide the police with as much information as possible to better ensure their appropriate intervention.
* Seek counseling for both the child and yourself as soon as possible. Immediate intervention can help prevent long term lingering effects.

### Bullying

**BULLYING DEFINTION:**

Bullying is unwanted, aggressive behavior among children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have [serious, lasting problems](http://www.stopbullying.gov/at-risk/effects/index.html).

In order to be considered bullying, the behavior must be aggressive and include:

* An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
* Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

**TYPES OF BULLYING:**

**THREE TYPES OF BULLYING:**

* **Verbal** bullying is saying or writing mean things. Verbal bullying includes:
* Teasing
* Name-calling
* Inappropriate sexual comments
* Taunting
* Threatening to cause harm
* **Social** bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:
* Leaving someone out on purpose
* Telling other children not to be friends with someone
* Spreading rumors about someone
* Embarrassing someone in public
* **Physical** bullying involves hurting a person’s body or possessions. Physical bullying includes:
* Hitting/kicking/pinching
* Spitting
* Tripping/pushing
* Taking or breaking someone’s things
* Making mean or rude hand gestures

**WHERE AND WHEN BULLYING HAPPENS:**

Bullying can occur anytime at camp.

Cyberbullying happens when kids bully each other through electronic technology. Find out why cyberbullying is different from traditional bullying, what you can do to prevent it, and how you can report it when it happens. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

**RISK FACTORS:**

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—Depending on the environment, some groups—such as [lesbian, gay, bisexual, or transgendered (LGBT) youth](http://www.stopbullying.gov/at-risk/groups/lgbt/index.html), [youth with disabilities](http://www.stopbullying.gov/at-risk/groups/special-needs/index.html), and socially isolated youth—may be at an increased risk of being bullied.

**CHILDREN AT RISK OF BEING BULLIED:**

Generally, children who are bullied have one or more of the following risk factors:

* Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
* Are perceived as weak or unable to defend themselves
* Are depressed, anxious, or have low self esteem
* Are less popular than others and have few friends
* Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn’t mean that they will be bullied

**CHILLREN MORE LIKELY TO BULLY OTHERS:**

There are two types of kids who are more likely to bully others:

Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.

Others are more isolated from their peers and may be depressed or anxious, have low self-esteem, be easily pressured by peers, or not identify with the emotions or feelings of others.

**CHILDREN WHO HAVE THESE FACTORS ARE MORE LIKELY TO BULLY OTHERS:**

* Are aggressive or easily frustrated
* Have less parental involvement or having issues at home
* Think badly of others
* Have difficulty following rules
* View violence in a positive way
* Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

**WARNING SIGNES:**

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

**SIGNS A CHILD IS BEING BULLIED:**

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

**SOME SIGNS THAT MAY POINT TO A BULLYING PROBLEM:**

* Unexplainable injuries
* Lost or destroyed clothing, books, electronics, or jewelry
* Frequent headaches or stomach aches, feeling sick or faking illness
* Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
* Difficulty sleeping or frequent nightmares
* Declining grades, loss of interest in schoolwork, or not wanting to go to school
* Sudden loss of friends or avoidance of social situations
* Feelings of helplessness or decreased self esteem
* Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

**SIGNS A CHILD IS BULLYING OTHERS:**

* Kids may be bullying others if they:
* Get into physical or verbal fights
* Have friends who bully others
* Are increasingly aggressive
* Get sent to the principal’s office or to detention frequently
* Have unexplained extra money or new belongings
* Blame others for their problems
* Don’t accept responsibility for their actions
* Are competitive and worry about their reputation or popularity

**WHY DON’T CHILDREN ASK FOR HELP:**

Statistics from the [2012 Indicators of School Crime and Safety](http://files.eric.ed.gov/fulltext/ED543705.pdf) show that an adult was notified in less than half (40%) of bullying incidents. Kids don’t tell adults for many reasons:

* Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
* Kids may fear backlash from the kid who bullied them.
* Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
* Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
* Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.

**EFFECTS OF BULLYING:**

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

**KIDS WHO ARE BULLIED:**

Kids who are bullied can experience negative physical, and mental health issues. Kids who are bullied are more likely to experience:

* Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
* Health complaints
* Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

**KIDS WHO BULLY OTHERS:**

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

* Abuse alcohol and other drugs in adolescence and as adults
* Get into fights, vandalize property, and drop out of school
* Engage in early sexual activity
* Have criminal convictions and traffic citations as adults
* Be abusive toward their romantic partners, spouses, or children as adults

**CONSIDERATIONS FOR SPECIFIC GROUPS:**

Schools, Camps and communities that respect diversity can help protect children against bullying behavior. However, when children perceived as different are not in supportive environments, they may be at a higher risk of being bullied. When working with kids from different groups—including lesbian, gay, bisexual, or transgender (LGBT) youth and youth with disabilities or special health care needs—there are specific things you can do to prevent and address bullying.

[**LGBT YOUTHS:**](http://www.stopbullying.gov/at-risk/groups/lgbt/index.html)

Lesbian, gay, bisexual, or transgender (LGBT) youth and those perceived as LGBT are at an increased risk of being bullied. Families of and people who work with LGBT youth have important and unique considerations for strategies to prevent and intervene in bullying.

[**YOUTH WITH DISABILITIES OR OTHER SPECIAL NEEDS:**](http://www.stopbullying.gov/at-risk/groups/special-needs/index.html)

Children with disabilities or other special health needs may be at higher risk of being bullied. There are specific ways you can support these groups.

**RELIGION AND FAITH:**

Very little research has explored bullying based on religious differences. Bullying in these situations may have less to do with a person’s beliefs and more to do with misinformation or negative perceptions about how someone expresses that belief.

For example, Muslim girls who wear hijabs (head scarves), Sikh boys who wear patka or dastaar (turbans), and Jewish boys who wear yarmulkes report being targeted because of these visible symbols of their religions. These items are sometimes used as tools to bully Muslim, Sikh, and Jewish youth when they are forcefully removed by others. Several reports also indicate a rise in anti-Muslim and anti-Sikh bullying over the past decade that may have roots in a perceived association of their religious heritage and terrorism.

When bullying based on religion is severe, pervasive, or persistent, the Department of Justice’s Civil Rights Division may be able to intervene under [Title IV of the Civil Rights Act](http://www.stopbullying.gov/laws/federal/index.html#civil).

Often religious harassment is not based on the religion itself but on shared ethnic characteristics. When harassment is based on shared ethnic characteristics, the Department of Education’s Office for Civil Rights may be able to intervene under [Title VI of the Civil Rights Act](http://www.stopbullying.gov/laws/federal/index.html#civil).

**HOW TO TALK ABOUT BULLYING:**

* Help kids [understand bullying](http://www.stopbullying.gov/prevention/talking-about-it/index.html#Help Kids Understand Bullying). Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
* [Keep the lines of communication open](http://www.stopbullying.gov/prevention/talking-about-it/index.html#Keep the Lines of Communication Open). Check in with kids often. Listen to them. Know their friends, and understand their concerns.
* [Encourage kids to do what they love](http://www.stopbullying.gov/prevention/talking-about-it/index.html#Encourage Kids to Do What They Love). Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
* [Model how to treat others with kindness and respect](http://www.stopbullying.gov/prevention/talking-about-it/index.html#Model How to Treat Others with Kindness and Respect).

**HELP CHILDREN UNDERSTAND BULLYING:**

Kids who know [what bullying is](http://www.stopbullying.gov/what-is-bullying/definition/index.html) can better identify it. They can talk about bullying if it happens to them or others. Kids need to know ways to safely stand up to bullying and how to get help.

* Encourage kids to speak to a trusted adult if they are bullied or see others being bullied. The adult can give comfort, support, and advice, even if they can’t solve the problem directly. Encourage the child to [report bullying](http://www.stopbullying.gov/laws/key-components/index.html#reporting) if it happens.
* Talk about [how to stand up to kids who bully](http://www.stopbullying.gov/kids/what-you-can-do/index.html). Give tips, like using humor and saying “stop” directly and confidently. Talk about what to do if those actions don’t work, like walking away
* Talk about strategies for staying safe, such as staying near adults or groups of other kids.
* [Urge them to help kids who are bullied](http://www.stopbullying.gov/respond/support-kids-involved/index.html#bystanders) by showing kindness or getting help.
* Watch the short [webisodes](http://www.stopbullying.gov/kids/webisodes/index.html) and [discuss them](http://www.stopbullying.gov/resources-files/sbn-discussion-guide.pdf) with kids.

**KEEP THE LINES OF COMMUNICATION OPEN:**

Research tells us that children really do look to parents and caregivers for advice and help on tough decisions. Sometimes spending a few minutes a day talking can reassure kids that they can talk to their parents if they have a problem. Start conversations about daily life and feelings with questions like these:

* What was one good thing that happened today? Any bad things?
* What are you good at? What would do you like best about yourself?

Talking about bullying directly is an important step in understanding how the issue might be affecting kids. There are no right or wrong answers to these questions, but it is important to encourage kids to answer them honestly. Assure kids that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these:

* What does “bullying” mean to you?
* Describe what kids who bully are like. Why do you think people bully?
* Who are the adults you trust most when it comes to things like bullying?
* Have you ever felt scared to go to school because you were afraid of bullying? What ways have you tried to change it?
* What do you think parents can do to help stop bullying?
* Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
* What do you usually do when you see bullying going on?
* Do you ever see kids at your school being bullied by other kids? How does it make you feel?
* Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

**MODEL HOW TO TREAT OTHERS WITH KINDNESS AND RESPECT:**

Kids learn from adults’ actions. By treating others with kindness and respect, adults show the kids in their lives that there is no place for bullying. Even if it seems like they are not paying attention, kids are watching how adults manage stress and conflict, as well as how they treat their friends, colleagues, and families.

**STOP BULLYING ON THE SPOT:**

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

**DO:**

* Intervene immediately. It is ok to get another adult to help.
* Separate the kids involved.
* Make sure everyone is safe.
* Meet any immediate medical or mental health needs.
* Stay calm. Reassure the kids involved, including bystanders.
* Model respectful behavior when you intervene.

**AVOID THESE COMMON MISTAKES:**

* Don’t ignore it. Don’t think kids can work it out without adult help.
* Don’t immediately try to sort out the facts.
* Don’t force other kids to say publicly what they saw.
* Don’t question the children involved in front of other kids.
* Don’t talk to the kids involved together, only separately.
* Don’t make the kids involved apologize or patch up relations on the spot.

[**GET THE DIRECTORS HELP OR MEDICAL ATTENTION IMMEDIATELY IF:**](http://www.stopbullying.gov/get-help-now/index.html)

* A weapon is involved.
* There are threats of serious physical injury.
* There are threats of hate-motivated violence, such as racism or homophobia.
* There is serious bodily harm.
* There is sexual abuse.
* Anyone is accused of an illegal act.

**FIND OUT WHAT HAPPENED:**

Whether you’ve just [stopped bullying on the spot](http://www.stopbullying.gov/respond/on-the-spot/index.html) or a [child has reached out to you for help](http://www.stopbullying.gov/kids/what-you-can-do/index.html#bullied), follow the steps below to determine the best way to proceed.

**GET THE FACTS:**

* Keep all the involved children separate.
* Get the story from several sources, both adults and kids.
* Listen without blaming.
* Don’t call the act “bullying” while you are trying to understand what happened.

It may be difficult to get the whole story, especially if multiple campers are involved or the bullying involves other forms of bullying. Collect all available information.

**DETERMINE IF IT’S BULLYING:**

There are [many behaviors that look like bullying](http://www.stopbullying.gov/what-is-bullying/related-topics/index.html) but require different approaches. It is important to determine whether the situation is bullying or something else

What is the history between the kids involved? Have there been past conflicts?

* Is there a power imbalance? Remember that a power imbalance is not limited to physical strength. It is sometimes not easily recognized. If the targeted child feels like there is a power imbalance, there probably is.
* Has this happened before? Is the child worried it will happen again?
* Have the kids dated? There are special responses for [teen dating violence](http://www.stopbullying.gov/what-is-bullying/related-topics/index.html#teen).
* Are any of the kids involved with a [gang](http://www.stopbullying.gov/what-is-bullying/related-topics/index.html#gang)? Gang violence has different interventions.

Remember that it may not matter “who started it.” Some kids who are bullied may be seen as annoying or provoking, but this does not excuse the bullying behavior.

**SUPPORT THE CHILDREN INVOLVED:**

All kids involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. It is important to support all kids involved to make sure the bullying doesn’t continue and effects can be minimized.

**SUPPORT CHILDREN WHO ARE BULLIED:**

Listen and focus on the child. Learn what’s been going on and show you want to help.

Assure the child that bullying is not their fault.

Know that kids who are bullied may struggle with talking about it. Consider referring them to the Camp Director, or ask the Director to call a psychologist, or other [mental health service](http://store.samhsa.gov/mhlocator).

Give advice about [what to do](http://www.stopbullying.gov/kids/what-you-can-do/index.html). This may involve role-playing and thinking through how the child might react if the bullying occurs again.

Work together to resolve the situation and protect the bullied child. It may help to:

* Ask the child being bullied what can be done to make him or her feel safe. Remember that changes to routine should be minimized. He or she is not at fault and should not be singled out. For example, consider rearranging cabins. However, the child who is bullied should not be forced to change.
* Develop a game plan. Maintain open communication between the counselor, the directors, and the parents. Discuss the steps that are taken and the limitations around what can be done based on policies and laws. Remember, the [law does not allow you](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) as counselors to discuss discipline, consequences, or services given to other children.

**BE PRESISTENT:** Bullying may not end overnight. Commit to making it stop and consistently support the bullied child.

**AVOID THESE MISTAKES:**

* Never tell the child to ignore the bullying.
* Do not blame the child for being bullied. Even if he or she provoked the bullying, no one deserves to be bullied.
* Do not tell the child to physically fight back against the kid who is bullying. It could get the child hurt, or kicked out of camp.

**FOLLOW UP:** Show a commitment to making bullying stop. Because bullying is behavior that repeats or has the potential to be repeated, it takes consistent effort to ensure that it stops.

Address Bullying Behavior

**MAKE SURE THE CHILD KNOWS WHAT THE PROBLEM BEHAVIOR IS:**  Young people who bully must learn their behavior is wrong and harms others.

**SHOW KIDS THE BULLYING IS TAKEN SERIOUSLY:** Calmly tell the child that bullying will not be tolerated. Model respectful behavior when addressing the problem. Any child catch bullying someone in camp will be kicked out of camp, may be turned over to the police, and will not be allowed to camp in the future.

**SUPPORT BYSTANDERS WHO WITNESS BULLYING:**

Even if kids are not bullied or bullying others they can [be affected](http://www.stopbullying.gov/at-risk/effects/index.html) by bullying. Many times, when they see bullying, they may not know what to do to stop it. They may not feel safe stepping in in the moment, but there are many other [steps they can take](http://www.stopbullying.gov/respond/be-more-than-a-bystander/index.html).

### Child Abuse & Emergency Numbers...Identification and Reporting

**County Hotline**

**714‑940‑1000**

**EMERGENCY**

**911**

**FIRE, HOSPITAL, POLICE**

**US Forest Service 909-866-3437**

**Big Bear City Fire Department 909-585-2362**

**Bear Valley Hospital 909-866-6501**

**Big Bear Lake Urgent Care 909-878-3696**

**Sheriff’s Department 909-866-0100**

### Vehicle Procedures

**DRIVER’S RESPONSIBILITIES: (All Drivers)**

1. NONPASSENGER VEHICLES: No one is allowed to transport a person in a non-passenger vehicle. This means no person is to allow anyone in the back of a pickup truck or wagon where seats are not attached to the vehicles and where protective devices are no provided for as standard equipment direct from the manufacturer.

2. PRE-TRIP: as a driver, allow yourself enough time to do a general “walk around” of the vehicle that you are driving. You are checking the general condition of the vehicle, checking for vandalism, damage, items that may be missing or broken (examples: mirrors, windows, DMV tags, tire damage, etc.). This should be done to each vehicle, each time it is driven. All personal vehicles used by Camp4Kids staff members are inspected before they come to camp for lights, windshield and wiper condition, emergency flashers, horn, brakes, mirror, fluid levels, tire condition and presser, and general overall safety.

3. MILEAGE LOG: all vehicles contain a folder that has a mileage log record in it, and **ALL MILEAGE MUST BE RECORDED EACH TIME THE VEHICLE IS DRIVEN.** Record the mileage before the trip (when the vehicle is taken) and at the end of the trip (when the vehicle is returned). This is a CHP requirement/law--IT HAS TO BE DONE!!!

4. CLEAN-UP: there is **NO** EATING OR DRINKING IN THE VEHICLES, but the driver and the passengers are responsible for cleaning up after themselves, after each and every trip! Everyone in the vehicle is responsible for gathering his or her own belongings and picking up any other “trash or stuff” that is left in the vehicle.

5. WEATHER CONDITIONS: you should always drive safely and very carefully due to our very precious cargo. So, if the weather conditions should change...so should your driving! In rain, you should have the headlights on and drive 5 MPH SLOWER than the posted speed limit. ALWAYS use good judgment and common sense to determine the safest way to handle a situation.

6. SPEED: You should never be driving faster than the posted speed limits or faster than conditions will allow. The vehicles are marked with our logo and people will not and do not hesitate to call in to report any unsafe or poor driving to the directing staff. You should be driving in a safe and controlled manner, not to compete with other drivers or to entertain the kids.

7. ACCIDENTS & TICKETS: If you receive a ticket while driving a vehicle, if the offense is the organization’s error (late tags, broken lights, etc.) the will pay for the ticket. But if the offense was due to driver’s error (speeding, incomplete stop, etc.) you are responsible for paying that ticket. ALL tickets, regardless of who is at fault go on the driver’s DMV record.

Should there be an accident, in each of the vehicle folders there is: registration, proof of insurance, and accident reports. You need to fill out the accident report and get all appropriate information before leaving the scene. ALWAYS get the other parties information for insurance purposes. Call the as soon as possible to let us know what has happened, who is with you, if they are any injuries, and where you are exactly.

8. BREAKDOWN: Should the vehicle you are in begin to breakdown ALWAYS follow this procedure:

1. Get vehicle to safest area possible.
2. Assess the situation. What is the condition of the vehicle? Stalled? Fire?
3. Decide what would be in the best interest of ALL passengers: staying in the vehicle or removing passengers from the vehicle. If you have to, remove ALL the passengers from the vehicle in a calm and controlled manner, to an adequately safe area.
4. Calling for assistance: if you do not have access to a cellular phone then you need to take the ENTIRE group to a phone. It has to be a public phone or a call box. NEVER GO TO A RESIDENTIAL HOME TO USE A PHONE AND NEVER GET INTO A NON - VEHICLE TO GO FOR HELP!!!!
5. Call the main office in Camp4Kids, and let them know this specific information:

 - who you are

 - what site/program you are from

 - what vehicle you have

 - the TOTAL head count

 - your EXACT location

1. Then follow the instructions given by the office staff.

\*\*\*\*\* SPECIAL NOTE \*\*\*\* In any circumstance, if you are under the influence of any type of medication (over the counter or otherwise) that may impair your driving in any way, YOU are responsible for notifying your Directing Staff and you are not allow to drive.

Let your Directors know of any insecurity you may have about driving certain vehicles. If you are uncomfortable or just plain nervous about driving, PLEASE speak up so no one is placed in any unnecessary danger.

### Bus/Transportation Policy and Rules

1. Children should board the bus with their Counselor! Children are not to be left alone on the bus for any reason. **The camper to Counselor/CIT ratios is to be 1 staff member to every 5 children**.

2. Leaders will put their children on the bus, loading from back to front. Leaders are to sit with their group.

3. All passengers are to remain seated at all times. Seats may be changed only when the bus is stopped and the brake is set.

4. Children are to use quiet voices while on the bus. NO screaming.

1. If there is an emergency, all children and staff are to remain seated and calm, and wait for the bus driver to give directions. If the bus driver is unable to give directions, the Directing Staff or leader counselor with take charge and will supervisor the uninjured campers.

1. Eating, drinking, and sleeping (for Leaders) is not allowed. Remember you are responsible for your group’s behavior at all times.
2. A Leader must sit near the emergency exits. These are not to be used for daily loading and unloading of passengers.
3. While riding on the bus, the bus driver is in charge. Please follow all their instructions, rules, and procedures.
4. A member of Camp4Kids staff on the buses will transport all camper health histories, health exam forms, and permission-to-treat forms. In case of a breakdown, or illness, the person in charge of the health histories, health exam forms, and permission-to-treat will take the necessary steps to insure the safety of the camper/staff member at all times. He/she will immediately contact the Camp Director once the situation has been handled. The well-being and safety of children is at all times to be our first obligation.
5. Each vehicle transporting campers will have a staff member who is trained in CPR and First Aid, who is over the age of 21, and who can in an emergency situation provide care for the injured. He /she will immediately contact the local authority by call 911, and will report accident or emergency. The leader staff member on the bus will identify possible witnesses and will obtain the appropriate accident or emergency information required.
6. No vehicle is to be loaded beyond the established guideline set forth by manufacturer. When loading buses at the on the first day of Camp the Camp Director will go over the rules and regulations which will cover convoying, emergency evacuation procedures, remaining seated at all times, noise, clean-up procedures, luggage removal, body part hanging outside of bus windows, etc.
7. Once the campers are on the bus and sitting down the Camp Director enters the buses to give instructions. The Director gives an orientation on the safety regulations and procedures while in the vehicles. He then turns the instructions over to the bus driver for final review and explanation. The bus driver has final say on all safety procedures while operating the vehicle.

### Check In/Out Procedure

The parents are required to sign their children in and out when they drop their child off before we leave for camp and when we return from camp. The sign in/out sheets will be located near the front of the parking lot for parent’s convenience. The children will not be permitted to sign themselves in and out.

Directing Staff will be responsible for ensuring that the children are being signed in and at the beginning of camp and upon returning from camp. The appropriate guardian should be doing this (see emergency forms). If a child is being picked up by someone unfamiliar it is the Leader’s responsibility to check the child’s emergency form to see if that person is authorized to pick up the child. The counselor is to stay with the child until the parent or guardian pick up the child after we return from camp. The camper is NEVER allowed to be released to any person who is not authorized on their permit form. Please follow the below steps:

If a camper does not show up at the directing staff will call the phone number given for the camper to determine the status. If no one answers and the camper does not show up before the buses leave, then Camp4Kids will assume the camper is a no-show and will not take the camper beyond that period of time.

IN-

* C.I.T.’s, you are to help direct traffic, parents, and luggage so we can get everyone and everything as organized as possible.
* The Luggage will be deposited on the sidewalk, near the buses.
* There will be **TWO** sign-in sheets at registration, one being totally dedicated to who is dropping off and who will be picking up your camper. You will be given a copy of the roster with the names on it for check out.
* One last note on checking your campers into your cabin. **PLEASE** stay with your cabin at your marked chair and talk to parents. Start group building with your kids. I know it is not easy waiting to get on the bus but you control the chaos level, which directly affects how long it takes us to load the busses.

OUT-

* Upon arrival at the site you will need to take you cabin directly back to the chair that has your cabin number on it.Once we have concluded that the person checking out your camper is in fact the name on the list at check-in you will be able to release the camper. They then are more than welcome to go get their luggage. Please try and encourage parents to check the child out before they get their luggage. (This probably won’t work, but any of you who have unloaded the busses in the past know how great and kind parents are while looking for their kids bags all at once.)
* Make sure you talk with the parents about their child’s experiences at camp and don’t rush them off.
* FINALY, DO NOT LEAVE UNTIL ALL OF YOUR CAMPERS HAVE BEEN CHECKED OUT AND YOU HAVE INFORMED THE DIRECTOR’S OF THAT FACT!

### Child Development Review

**Age Level Considerations**

Camp4Kids takes children range in age from 8 to 17.

Obviously 8 and 17 year olds are at different developmental levels and need different challenges and programs.

This curriculum was developed attempting to meet a middle ground. It is the task of the staff to adapt the curriculum to be appropriate to the skill levels and interests of the children in each particular group.

Child development specialists attribute certain typical behavior patterns to different ranges. One presentation of these patterns follows below. Staff members are cautioned that changes constantly taking places within each individual and child’s behavior pattern may not quite fit into these patterns.

**Eight through Ten**

(Begin to play together)

1. Begin readiness for leaving home and parents (live away experience)
2. Lengthening interest span
3. Growing awareness of others and their wants
4. Willing to share
5. Desire acceptance from own age group
6. Need close friendship with playmate
7. Express selves freely in art forms and play
8. Begin interest in competition related to one’s standing in the group
9. Growing desire for better performance of skills
10. Develop interest in group names and activities
11. Want everyone to obey stated rules and regulations
12. Identify strongly with own sex and age group

They respond to staff the same as the young group does, with exception that activity skills of the program leader are becoming important to them.

**Ten through Twelve**

(Group Stage)

1. Strong desire for live away experience
2. Want to be together in groups, teams, and clubs
3. Have longer interest span, patience to work for short term goals
4. Form cliques and friendships with own sex and age group
5. Like to make, do and collect things
6. Seeks status through excellence in skills and knowledge of grown-up things

**Group Work/Working with Kids**

The Y is at its best when working with groups. In the simplest terms, a group consists of a trained leader who is assigned has direct supervision over an assigned number of kids who are generally of the same age. It is through such groups that our program goals are achieved.

The purpose of groups is:

1. To provide maximum individual attention and care to the child
2. To encourage group cohesiveness and a sense of belonging
3. To develop understanding and friendship on the part of all participants

 In keeping with our responsibility to the children, group’s ratios should not exceed, at least on the program (or group) leader, ten participants to each.

**Thirteen through Seventeen**

**A Couple Concerns for Counselors with Teenage Campers**

So what does that mean for us as camp counselors?

It means first and foremost~ **be aware of kids making fun of each other's appearances and put a stop to it quickly**. How you stop the harassment is obviously up to you but just remember that the angrier you get, the less effective it will be at restoring respect among you and your campers.

Obviously there are other that things that teenagers worry about like flirting with the opposite sex, popularity, and strangely enough, world politics and the behavior of our country's leaders, but perhaps the most important one to be aware of is the fragility of their physical self‑image. So don't let anyone, including yourself make fun of their clothes or their body, etc.

The other important thing to watch for is inappropriate touching between your teenage campers. If you see someone being, and pardon the simplistic terms, "way too touchy feely," you need to tell those campers to keep an appropriate distance from each other at all times. You can also suggest that they save their romance for when they get back down the mountain. (You might also let them know that if they're caught "making out 'their parents will be picking them up from camp shortly thereafter)

Programs and Activities for Teens

Sleepover by the lake or some other location away from main camp;

Devotions between male and female cabins

Night activities: hiking to the backside of the lake and telling a scary story like SluFoot Sam or Camper Billy or Blue Mist, night hike, night swim, movie night

Friendship Gift Giving: It's like a Secret Santa gift exchange where we draw names from within your cabin group and then exchange the gifts on the last night's devotion. 'My only rule is you can't know the person whose name you drew and you have to make the gift. You can use whatever materials you want for the gift and it can a humorous gift like petrified poo or a sincere gift like a custom made Hallmark card filled with love.

Volleyball tournament: This could be a tournament where the winner from the first round will move on to play in the second round and eventually there will be one winning team. The winning team will receive nothing but the honor of standing on chairs at dinner and saying to the entire camp: we are the champions and you are all lucky to be in the presence of such talent and dominant, inspiring and divine physical power.

Teen Club Night This will involve a second dance, a dance contest and a free‑style rap contest with no cussing allowed. Winner of these could be placed as a solo picture in the slide show. Not to mention the obvious bragging right that will result from their victory.

Marco Polo Tournament: Marco, Polo‑tournament.

Sitting Ducks: this will be a game involving sitting down all teenage cabins and the Director and a few counselors will launch water balloons from far away and whoever gets hit with a balloon is out. The last person alive will be thrown in the pool.

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| Adult Age-Level Characteristics

|  |  |  |  |
| --- | --- | --- | --- |
|     | **Young Adults** | **Middle Adults** | **Older Adults** |
| **Physical** | Measure time since birth; learning preferences and abilities established by age 20, reach physical peak | Begin to measure time as "time till death"; coming to terms with mortality; mid-life physical changes | Losses, fear of loss; ability may be affected by hearing and sight losses; increasing healthcare needs and chronic illnesses |
| **Social** | "Intimacy vs. Isolation" needing others vs. being emotionally distant; finding place in society and in community; struggle with independence, identity, and intimacy; early stages of occupation and relationship building | "Generativity vs. Stagnation"; serving others vs. being self-absorbed; range of interests include career planning, personal growth, relationship development, problem solving, and values clarification | "Integrity vs. Despair" life has meaning vs. a life full of regrets; adjustment to retirement; close relationships dwindling through death; increasing dependence upon others; volunteerism and care giving are important |
| **Emotional** | Entering adult world; intimacy; settling down; need to be accepted | Managing mid-life crises and transitions (e.g., death of parents, empty nest, etc.); shedding burdens of early childhood; parenting issues | Need to be valued, accepted, and respected by persons and institutions |
| **Intellectual** | Learn best when not under stress; time is valuable; prefer problem-centered learning over subject-centered; want to apply insights to daily living | Self-directed learning; want to be involved in decisions about learning; want input from knowledgeable persons, resources, and groups | Build on life experiences; use visual images and mental pictures to enhance learning; encourage self-paced and problem-centered learning activities |
| **Spiritual** | Many seek spiritual experiences; may be returning to church; want answers; others want chance to raise questions and search | Want to understand the meaning of life, values, and priorities, and one's place in the world; taking responsibility for one's own spiritual needs | Want arena to grow in faith and to accept life story; need purpose in life; need to feel life worth living; may want to share one's life and mentor others |
| **Special Needs** | Want to be treated and respected as adults and peers; want arenas for fellowship, service, and ministry to others | Context of learning is important; climate for learning and thinking; traumatic events or life crises often cause involvement in learning activities | Opportunities for continued growth; service vs. busy work; daytime activities and accessible surroundings; good lighting and acoustics |
| **Gifts to Share** | Expanding knowledge, creativity, and intimacy; willingness to take risks | Dependability; steadiness; concern for the future; financial resources | Wisdom; time; endurance; objectivity; life experiences; hope; and acceptance of death |
| **Vocation** | Seeking fulfilling work; on-the-job training | Questioning; reaping; career changes, mentoring | Retirement from primary career; may re-enter or reinvent work |
| **Expectations of the Church** | Often want answers | Want to live out answers discovered | Stable; place for friendships; sacramental nature of church |

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|  |

Behavior Management - Ideas and tips for Managing Challenging Behavior

Campers bring many things with them to camp: sleeping bags, clothing, sunscreen, and bug spray. They also bring with them their enthusiasm and their past in the form of their learned behavior. Understand that a week at camp is not expected to cure all behavior problems. However, if you can determine why a camper is behaving in a certain way, you will have clues on how to deal with the behavior and help the camper behaves in a more appropriate way.

When working with campers, keep in mind two things:

* Your campers are not mini-adults.  Expect them to want to have fun and be active.
* Expect your campers to test their limits; they still, however, want and need limits.

**The "Why" Behind the Behavior**
Behavior problems surface for many reasons? A camper may be seeking attention or acting out due to being lonely or frustrated. If you can identify the reason for the behavior, you will know better how to handle it. Here are some common roots for behavior problems:

* A desire for recognition/attention: it may be better to be infamous than unknown.
* Frustration: unsatisfied needs or desires often cause children to "lash out."
* Homesickness: being scared and nervous often causes frustration.
* Illness/exhaustion: no one is at their best when they are sick or tired.
* Conflict with another camper/staff member: this often causes people to become defensive.
* Outside conflicts: problems with family, friends, etc., can follow campers to camp.
* Established behavior patterns: lessons learned at home won't be forgotten at camp.

**What to Do When Campers Violate the Rules**Inevitably a camper will break a rule or refuse to cooperate. When this happens, keep these suggestions in mind:

* Give the camper one warning; make it clear that the behavior or action was inappropriate and undesirable.
* Give the camper a chance to explain; he may have a good reason for the behavior.
* Be consistent and impartial.
* Stay cool and calm; keep strong emotions in check.
* Avoid lecturing or embarrassing the camper; discipline in private if possible.
* Stress that the camper's behavior is the problem, not the camper's personality. Help the camper identify acceptable alternatives to the problem behavior.
* Once the disciplinary time is over, accept the camper as a part of the group again.
* Follow the camp behavior management policies for continuing discipline problems.

Sometimes it is best to simply ignore behaviors, rather than reward or punish, which may actually provide attention to encourage the behavior. Ignoring behaviors usually works best for campers who seek attention by clowning around.

Other times, giving the camper attention or affection, which has been lacking, may solve the problem. Giving the child some form of responsibility or encouraging a special interest or talent may result in improved behavior. Often the activity, if it is at his/her own physical, emotional, and intellectual level, is enough to correct the situation.

Discipline and dealing with challenging behavior are never easy. Keep an open mind and try to have patience with your campers. If one strategy doesn't work, try another one. Rest assured, though, that if you can work with campers to find the root of a behavior problem, you will have ideas for how to deal with it, which may help bring a smooth road for the remaining camp session.

3 Steps of Logical Consequence

Different than normal reward and punishment methods, the “logical consequence” approach makes the camper responsible for their actions and the logical consequences of these actions. It allows them to learn from the consequences rather than just making them comply. In structuring logical consequence statements, the consequences must “fit” the behavior in a logical way. Additionally, this method provides a choice for the camper. A viable alternative statement presents no consequences but instead replaces an undesired behavior with a viable alternative.

**Logical Consequence:**

Step 1**:** Identify the inappropriate behavior. “Tom, you are talking too loud.” Go to the camper to explain the problem publicly isn’t necessary.

Step 2: Explain why it is wrong. “We can’t rest with you talking so loudly.”

Step 3: Give a Logical Consequence or a Viable Alternative. “Either talk low so we can rest, or you can’t talk at all.”

**EXAMPLE:** Rather than, “Since you campers did such a lousy job cleaning the cabin, no zip line, “try: “Our cabin did not get cleaned up, but camp rules and good health require that we keep our cabin clean. If we are unable to get the cabin cleaned properly during cabin clean up time, it will be necessary to finish the cleaning during rest period.”

In the example, the consequence is logical and related to the behavior you want to change. It doesn’t attack the campers personally, but rather did address the behavior.

**IMPORTANT:** The counselor’s consequence statement should not be judgmental. It should reflect the natural, logical consequence is what happens in real life – not some illogical punishment the counselor dreams up.

**Viable Alternative:**

 Step 1: Identify the inappropriate behavior “Tom and Jim, you guys are throwing around that soft ball in the cabin.”

 Step 2: Explain what is wrong. “Softballs aren’t for throwing and especially not inside the cabin.”

 Step 3: Give a Viable alternative. “If you want to play catch, please use this ball outside.”

NOTE: In this example Step 3 gives no consequence, but simply suggests something to take the place of the unacceptable behavior.

Behavior Policy / Positive Discipline

THE GOLDEN RULE:

 “Treat others the way you want to be treated.”

**THE FOLLOWING BEHAVIORS IN CAMP ARE NOT PERMITTED**

Fighting or hurting anyone physically or emotionally.

Treating any staff person with disrespect.

Leaving the group without permission.

Swearing

Rock throwing

Rough Housing

Stealing, using or having in your possession illegal substances

Treating property without respect.

Not listening to the Leaders.

Being in possession of any of the following: Alcohol, drugs, personal sports equipment, animals, and weapons of any nature, motorized equipment, game boys, fireworks, and money.

Bullying in any form or manner.

**Prohibition of Harassment, Intimidation, and Bullying Policy**

Camp4Kids is committed to a safe for all campers, and staff members to be free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

Physically harms a campers or damages the camper’s property; or

Has the effect of substantially interfering with a camper’s experience; or

Is severe, persistent, or pervasive that it creates an intimidating or threatening camper’s environment; or

Has the effect of substantially disrupting the orderly operation of the camp.

Nothing in this policy requires the affected camper to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo’s, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other Camp4Kids policies or rules.

Counseling, corrective discipline, removal from camp, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

Camp4Kids has a Zero tolerance policy. We understand that removing a child from camp does not reduce bullying behavior. However, we have to think about the group as a whole. Therefore, we will remove the child, inform the parents, and possible the police, and make sure the child does not return to our camp.

**DISCIPLINE GUIDELINES**

1. Discipline is handled differently with each situation and child being considered carefully.
2. Leaders will always handle discipline with love and care for each child.
3. Children are treated equally. NO children are given special treatment over each other.
4. Screaming at the children is NOT permitted. You can use a stern voice without screaming or ridiculing a child. This is very humiliating to a child and should always be avoided. You are never allowed to touch a child, unless you are braking up a fight, and are doing so only to prevent harm to another person.
5. Be Firm, Fair, and Friendly in that order!
6. Be firm and consistent with the children. Be extremely cautious that you don’t become too lenient.
7. Positive Reinforcements are very important. Make an effort to reward children for their great behavior on a daily basis!

8. Be Clear With Your Communication

9. Be Realistic In Your Expectations

10. Over Look the Small Stuff

11. Head off Problems before They Start

12. Maintain or Enhance self-esteem At All Times

13. Be the Kind of Person You Would Like the Children to Be

14. Let the Children Know the Consequences of Their Behavior

15. Stay in the Adult Role

16. Keep Your Power

17. Let the Children Solve Their Own Problems

18, Enjoy The Children And Have Fun!

**CAMPER DISCIPLINE STRATEGIES FOR MANAGING PROBLEM BEHAVIOR**

Handling inappropriate camper behavior is undoubtedly one of the most difficult and frustrating tasks faced by counselors. There is no one formula or prescription that will work for every camper in a situation.

1. Reinforce Desirable Behavior – It is usually much easier to establish desirable behavioral patterns at the beginning of the camp session than to alter problem behavior after it has started. If staff members think positively, camper will react positively. A smile, gesture, or brief word of support is frequently all that is necessary to encourage a camper to maintain acceptable behavior.
2. Clearly State Privileges as Well as Rule – Most camp activities or programs have set guidelines and procedures that are necessary for safety and efficiency. Young people are more likely to internalize rules that they have helped establish.
3. Tolerate some Unacceptable Behavior – Too much attention to annoying behavior may not only interfere with as activity’s effectiveness, but may serve to reinforce undesirable actions.
4. Use Non-Verbal Clues – Before verbally responding to unacceptable behavior it is often possible to eliminate it by silently indicating disapproval of the camper’s actions. Eye contact, accompanies by a frown or gesture, may control the behavior without the possibility of embarrassing the camper in front of his peers
5. Consider Redirection to a Different Task or Activity – One of the best ways to avoid problem behavior is to keep campers involved in the task at hand. The challenge of any activity should be consistent with camper’s skills development so plan for varying levels of skills and try to individualize tasks. Many problems result from activity dissatisfaction or boredom.
6. Clarify Consequences of Unacceptable Behavior – A camper should clearly understand the personal impact of his behavior. A counselor may point out the consequences of his behavior by asking, “What things do you think will happen if you continue to behave this way?” Avoid using the threatening tone. Counselors must be prepared to follow through if the behavior persists.
7. Use “Time Out” Procedures – It may be necessary to temporarily remove a disruptive camper from the situation in which problem behavior is occurring. Once removed, the camper should be allowed to return after a short period of time, but it is important that this return be contingent upon appropriate behavior.
8. Punishment A Last Resort – Punishment of any kind does not allow the camper to avoid consequences by exhibiting appropriate behavior. Attention is directed to the punishment rather than the problem and alternative forms of behavior.
9. If in Doubt, See Help – Assistance should be sought if a counselor is unsure of his specific responses to problem behavior, or feels incapable of coping with a particular situation.

**SOME HANDY, HELPFUL HINTS**

1. When reprimanding a camper, be sure to explain to why they aren't supposed to do something, not merely that they shouldn't do it. The #1 word in a child's vocabulary is "why," so they will be much more likely to comprehend why they shouldn't do something if this question is answered. When explaining it to diem it's easiest to break things down into the simplest explanation possible, making sure to point out the greater implications of why they shouldn't be doing what they are doing (i.e. someone could get hurt, could die, etc.)

2. Be equable and fair when it comes to discipline. If you aren't consistent when disciplining your campers (i.e. Camper A gets disciplined for running, but Camper B does not) then your campers will be quick to realize this, and your authority wit] diminish. Also, favoritism in a cabin is the #1 way to make the unflavored camper have a terrible week ­He/she will feel singled out and feels as if you are picking on him/her.

3. Know when to get mad. If your first reaction when a camper is acting off is always to immediately get pissed off then you will not be effective when you actually need to get mad. Campers will think that you are constantly flying off the handle for every little thing and will think you are ridiculous. Make sure to try to keep the effect proportional to the cause.

4. Don't lose your cool no matter how insane your campers are driving you. When you become irrational in a tense situation this shows a loss of control and you will lose your relevancy and moral authority as the person in charge. If you feel like you are on the edge, let your co counselor or CIT or another staff member handle your cabin for a while and remove yourself from the situation and cool off. Often times, the most uncontrollable campers will act off simply to get a rise out of you. If they accomplish their goal then they will only be encouraged to keep doing it‑

5. Try to anticipate behavioral problems and nip them at the bud before they become bigger and more serious issues. Take a moment to warn a camper who is behaving in a way that could potentially escalate into a problem that he/she should realize that what they are doing might lead to disciplinary action. This can be effective because the child might be more rational and receptive to common sense when things are normal, more so than when they are already in trouble with their counselor. Try to fix the problem before it starts.

6. Be careful with your choice of word all too often we might say things to our campers to get them to behave but deliver them the wrong way. For instance, when your camper is talking during quiet time and you tell him/her to "SHUT Up!" Alternatively, you could have asked them "can you please be quiet" or any number of substitutes that would have seemed a little more benevolent.

**STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOR**

1. Be the kind of person you want your campers to become — obey the rules yourself!
2. Know as many campers as possible by name. Know something about them. Build relationships.
3. Be friendly. Always show interest in what individual campers are doing and their progress.
4. "One pat on the back is worth two slaps in the face." Praise good qualities and actions.
5. A sense of humor is extremely valuable. Use it frequently.
6. Maintain your poise at all times. Don't let campers "get to you."
7. Don't take misbehavior personally. It is a choice the camper is making.
8. Every child has needs; his behavior will give you clues as to what those needs are.
9. Keep in mind that misbehavior is seldom willful. Try to find the cause.
10. Try to see the camper's side of the situation. Discuss it with him/her until you understand.
11. Distract, distract, distract! One of the best methods to control behavior is to keep them busy!
12. Show your disapproval of behavior through your speech, facial expressions, and actions.
13. Being close when you note a potential problem can keep it from actually occurring.
14. Enlist other leaders (peers or staff) to provide role models.
15. Allow natural consequences to occur if the results are not too severe.
16. Withholding privileges or taking away something a camper likes is usually effective.
17. Sending a child to "timeout" allows them time to cool down and thinks about behavior change.
18. Have a group meeting to discuss and resolve generalized problems.
19. Remain with your campers during meals and free time.
20. Avoid getting campers over-tired, keyed-up, or tense.
21. Be willing to admit when you're wrong and ask for forgiveness.

**CONCLUSION**

An underlying goal in discipline is to try to avoid making yourself into the authoritarian bad guy. Too many children experience this at home and one of the reasons they have so much fun at camp is because they are able to get away from that and leave it at home. For the sake of everyone's safety and for camp to run smooth the rules must be followed, but if we can maintain the order without "bringing down the hammer" too often then the campers will enjoy themselves more and have a better all-around camp experience.

Camp Safety Policy
Tips for preventing and controlling violence at camp

The recent attention given to school and workplace violence has fueled a major concern about safety in society. While camp directors make every effort to prevent violent incidents, camp is not immune from violence. Camp administrators, directors, and staff must understand the risk of violence and learn to how to manage it.

For example, what would you do if a camper tried to sneak a gun into camp or what if a camper told you about a peer who threatened him if he spoke of a certain incident? By practicing sound risk management on a daily basis, proceeds as outlined in this manual, you can reduce and eliminate potential accidents and injuries. Therefore, to make camp safer, camp staff must understand what behaviors may lead to violence and the types of prevention programs that are effective.

**What Is Camp Violence?**
Most people think violence is simply a physical assault. However, camp violence is a much larger problem. It is an act in which a person is abused, threatened, intimidated, or assaulted while at camp. This can include campers, staff, and visitors. Camp violence includes, but is not limited to:

1. Threatening behavior — shaking fists, destroying property, or throwing objects.
2. Verbal or written threats — any expression of an intent to cause harm.
3. Harassment — any behavior that demeans, embarrasses, humiliates, annoys, alarms, or verbally abuses a person and that is known or would be expected to be unwelcome.
4. Verbal abuse — swearing, insults, or condescending language.
5. Physical attacks — hitting, shoving, pushing, or kicking.
6. Other more serious types of potential violence — pranks, arguments, vandalism, sabotage, theft, rape, arson, murder, and property damage.

**Who Is Responsible for Prevention and Control?**
Violence affects everyone at camp. Therefore, everyone is responsible for preventing and controlling violence at camp. Parents, campers, staff, directors, and visitors need to work together and be involved in the prevention and control program in order for it to be most effective. Know the laws in California and reach out to local authorities/agencies for assistance.

**What can be done to prevent/control camp violence?**
Staff commitment is best communicated in formal policy statements. Here is a brief outline of some steps we much adhere to:

1. Develop a formal policy statement(s) including a "zero tolerance" policy for illegal possession of weapons, alcohol, drugs, bullying, etc.
2. Define what you mean by camp violence in precise, clear language as defined herein.
3. Establish a system for documenting violent incidents at camp.
4. Develop procedures and responsibilities for immediate violent crisis at camp.
5. Develop written rules of conduct applied in a nondiscriminatory manner as defined herein.
6. Identify the early warning signs of potentially violent behaviors and procedures for identifying children who exhibit these signs (as presented in this manual).
7. Precisely state the consequences of violence at camp.
8. Reporting of all violent incidents.
9. Outline procedures for investigating and resolving complaints.
10. Communicate all policies and procedures to campers, staff, and parents.
11. Train all staff and administrators in the violence prevention and response plan.
12. Document, document, document.

**The Warning Signs of Violence**

Warning signs may or *may not* indicate a serious problem, and only trained professionals should make diagnoses in consultation with the child's parent or guardian. However, recognizing early warning signs of violence does allow camp staff to act responsibly by getting help for the child before a problem escalates. Directors should ensure that these signs are used only for identification and referral purposes. Following are only a few warning signs of violent behavior (they are presented in no particular order):

1. social withdrawal
2. excessive feelings of isolation or being alone
3. excessive feelings of rejection
4. feelings of being picked on or persecuted
5. no camp interest or poor camp involvement
6. being a victim of violence or bullying
7. expression of violence in writings and drawings
8. uncontrolled anger
9. patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
10. history of discipline problems
11. affiliation with gangs
12. serious threats of violence
13. past history of violent or aggressive behavior
14. drug use or alcohol

### The Rag Program

Rags ‑ so often people get caught up with either:

1) The idea of the rag

1. The color of the rag
2. The ceremony

4) The feeling of being left out

1. So often people miss the meaning and purpose of the rags and the rag program. The challenge and potential conflicts in walking the walk and talking the talk is one that we see every day with raggers. How many of you can say deeply within your heart, that You have fully accepted not only your challenge of the rag, but that in your daily life you are living the spiritual goals set forth in the rag program and, more importantly, in your own rag?
2. The color of the rag. The rag program is based on a sequence of colors, each related to a different set of personal growth challenges‑ it is not intended as a hierarchy. An individual that possesses a red rag is not more evolved, not a better person, not an individual more seriously committed to the meaning of the rag program than someone who has a silver rag. The ragger, who feels compelled to take a new rag every year, in an almost competitive fashion, is not realizing the meaning of the rag. It may require 2, 3, 5 or 10 years for an individual to feel truly ready to take another rag. Let's help our campers to truly understand this aspect of the program and let's ensure that they are ready to take another rag and not endeavoring to obtain a status symbol rather than a spiritual challenge.
3. The ceremony. The rag is not about the ceremony. The ceremony is only recognition of a ragger's acceptance of a new set of personal challenges. When you are committed, when you decide to take the rag, when you open your soul to your God's word in the essence of each rag, you personally accept the rag. The ceremony is only an outward manifestation of the acceptance of a piece of cloth, not the inward acceptance of the meaning it holds. Rag ceremonies are not a place for a party, nor are it a place for all of your friends to gather.
4. Feeling left out. We do not have the luxury of taking everyone out of camp to attend a rag ceremony. No one should get their feelings hurt because they are not invited to a ceremony or because they are not asked to tie your rag.

What makes an effective rag program? Ragger’s with open hearts; making personal commitments and following through on the challenges they have set for themselves. It has taken nearly 35 years for me to live up to the goals of the white rag. We each need to ask ourselves how we are doing in facing the challenges we took on as raggers.

For more in-depth information on the Rag program, its history, the requirements, the beginning of a tradition, or how to counsel someone who is considering a Rag, talk to a Director or a friend who has had a Rag for many years.

### Sensitive Policy – Cultural norms that may lead to misunderstanding between Counselors and Campers from other Cultures

**VISUAL CUES:**

Head nods may reflect polite listening in Asian campers, not necessarily understanding or agreement. Lack of eye contact in Latino children may mean respect, not defiance. An Asian camper's smile may have many meanings ‑ happiness, embarrassment, discomfort, uncertainty, frustration, etc.

Just as we may misinterpret the visual cues and gestures of our campers, they may misunderstand ours. Some gestures that Americans use to convey positive feedback may be misunderstood as offensive, e.g. winking, touching a camper on the head, hugging and using the okay sign‑

**EYE CONTACT:**

Eye contact in other cultures may be avoided as being disrespectful to elders and authority figures. The avoidance of eye contact does not necessarily express dislike, disinterest, and lack of preparedness or defiance. Some Asian children may not openly show their emotions or excitement, but that doesn't mean that they lack interest in the activity.

**PHYSICAL CONTACT:**

Mediterranean and Latino children may think their American counselor is cold and impersonal because they are used to receiving more embraces and physical contact. However, physical contact can be inappropriate to Arab or uncomfortable for Asians.

**EXPECTATIONS FOR PARTICIPATION:**

In Taiwan "Children have ears but no mouth" they are not supposed to give their opinions or express themselves. In Taiwan, you only answer if you are absolutely sure you are right. This is found in other Asian countries as well. As a result the U.S. expectation of active participation and expression of personal opinions can be a challenge for kids from other cultures to adjust to.

**PRAISE/REPRIMANDS**:

Some kids may find the compliments of an American counselor insufficient or inappropriate. In Mexico, a reprimand may be seen as a slight to the person's dignity. Latinos may expect a great deal of praise and support since personal attention is valued in that culture. Compliments, though used commonly in the US to acknowledge an individual's work, ability or success, might create an uncomfortable situation for some Asian kids since it goes against their values of humility as a virtue. Asians may also feel dial Armenians are insincere in their "excessive" praise.

Some important strategies for intercultural counselors:

• Develop cross‑cultural awareness.

• Gather cultural information about your campers (in advance of camp).

• Don't assume that campers will ask questions if they are unsure about something ‑ check frequently for their understanding of what is expected of them.

• Provide campers with "wait time, that is, time for reflection before they respond to your questions.

• Avoid spotlighting and establish a positive rapport.

• Set ground rules, and be consistent‑

### Defining Cultural Perspective

**CULTURAL PRESPECTIVE IN CAMP IS MANIFESTED IN:**

Clothing

Food/what, where, when and with whom we eat

Rituals/traditional practices/rites of passage celebrations

Art, literature, music, dance, media

Behaviors

Values

Beliefs and Attitudes

Perception of what is right/wrong, good/bad

Expectations for others and ourselves

Honored heroes/who we admire

Gender roles

Ways of demonstrating respect; ways of showing affection

Learning style preferences expectations for the learning experience

Perception of time

View of personal identity

Communication style and nonverbal communication behavior

**CULTURAL PRESEPECTIVE IS INFLUENED BY:**

Society in which one is raised/society in which one fives

Family

Peers

Education

Religion and/or Philosophy

Government/politics/legal system

Economics

Geography

Life experiences

Contact with other cultures

Media, music, dance, literature, art

Technology

Gender

History

Personality

Health

Language

Culture includes those things we use our senses for, what we can see, taste, feel, or hear (e.g. art, food, music, housing, clothing, etc.) Invisible culture includes those things we do not see either because they aren't visible (values) or because we don't think to look for them (communication styles and nonverbal behaviors) or because they are outside of our consciousness (assumptions).

### Defining Cultural Values

Cultural values have to do with what is judged good or bad, right or wrong, from one's cultural perspective. They represent what is expected or hoped for, required or forbidden. Values are not behaviors themselves but are the criteria, the bases, by which behavior is judged.

**CULTURAL ELEMETS OF COMMUNICAITON STYLES**

Physical Contact

Timing

Patterns of Interruption

Tone of Voice

Response time

Eye contact

Appropriateness of topics

Linear, Circular and Digressive Communication

**INDIRECT COMMUNICATION (High Context)**

Infer, suggest and imply

Read between the lines; nonverbal cues are often enough

More collectivist

Highly intuitive

Shared experiences

Indirect speech avoids confrontation

Goal of communication is preserving and strengthening relationships (saving face)

**DIRECT COMMUNICATION (Low Context)**

State intent, needs explicitly

Spell things out

More individualists

Less intuitive due to diversity

Fewer shared experiences

Direct speech avoids misunderstandings

Goal of communication is giving and receiving information

**INDIVIDUALIST**

One's identity is defined by self:

Needs of the individual are satisfied before those of the group

Taking care of oneself, being self‑sufficient guarantees the well‑being of the group

Independence and self-reliance are greatly valued

Personal freedom and privacy are highly desired and more psychological and emotional distance from others

**COLLECTIVIST**

One's identity is defined by one's membership and role in a group

By first considering the needs and feelings of others, one protects oneself

The survival and success of the group ensures the wellbeing of the individual.

 Harmony and interde­pendence of group members are strewed and valued.

There is little psychologi­cal or emotional distance be­tween group members, but significant distance between group and non‑group members (in-group/out-group)

One may choose to join groups, but group membership is not essential to one's identity, survival or success.

**PARTICULARISTIC**

There are absolutes that apply across the board, regardless of circumstances or the particular situation. What is right is always right.

Wherever possible, apply the same rules to everyone in like situation. To be fair, don't make exceptions.

 How you behave in a given depends on the circumstances what is right in one situation may not be right in another.

You treat family, friends, and your in-groups the best you can and let the rest of the world take care of itself.

In general, in-group/out-group distinctions are minimized.

In-groups and out groups are clearly distinguished.

To be fair treat everyone the same.

### Cultural Diversity and Communication with Other

**OUR CULTURAL PERPECTIVE DEFINES:**

* The meanings that we attach to what we say and how we interpret what others say?
* How we see things, what we "know" to be true, valuable and significant:
* The ways that we express our ideas, needs, opinions and feelings:
* The assumptions we make based upon our expectations of what is appropriate and inappropriate behavior for others: and ourselves
* The ways in which we interact and communicate.

**OUR CULTURAL PERSPECTIVE IS SHAPED BY:**

* Our country of origin;
* The society in which we live;
* Our personal relationships;
* Our individual life experiences;
* Our spiritual value system;
* Our political views, etc.

Everyone involved in a communication has perceptions and filters that shape how they send and receive messages. In cross‑cultural interactions, our interpretations are likely to be faulty because we have less shared meaning and common experience to draw on to help us clarify intentions and expectations.

**PHYSICAL CONTACT:**

* Timing is everything in conversation etiquette. Knowing when to jump in, how to take the floor, when it is one's turn is determined by the cultural norms influencing one's communication style. Even if an individual speaks a foreign language fluently (like a Japanese person speaking English), they will still rely on the conversation strategies they learned in their native language. Those strategies tell them what is appropriate and how to be polite and respectfully of those with whom they interact.
* Tone of Voice/Volume
* Wait time
* Eye contact
* Interruption style
* Disclosure/Level of intimacy/Appropriateness of topic
* According to anthropologists, what percentage of our message do you believe comes from?

The actual meaning of the words (7%)

The way you saw the words, tone/emphasis (38%)

Facial expressions and other nonverbal communication elements (55%)

* True or False: A smile is one of the few forms of nonverbal expression that has the same meaning all over the world (false)
* It only takes one person to improve an interaction.
* How people talk and listen to each other determines the quality of information they exchange. Most importantly, one who is aware of the potential differences involved in a cross‑cultural exchange can successfully avoid potential misunderstandings and misinterpretations.

### How to Lead a Game in Camp

1. Keep the game snappy and vigorous.

2. A good counselor ends the game before it goes dead.

3. Select the game with the abilities of the group in mind.

4. Know the game yourself, before you try teaching it to others.

5. Make sure all understands the basic rules of the game, however, teach only the essentials.

6. Have your game equipment ready, and be sure it and the area to be used are safe.

7. Never hesitate to participate with the players if it will stimulate the enthusiasm.

##### SPORTSMANSHIP

 Remember you are teaching individuals...not just games. Decisions must be fair and rules must be enforced. Games should be played in such a way that they provide values that can be applied to other situations. Stress teamwork and group participation.

 It may be a tired, over used phrase, but still meaningful, “it’s not who wins or loses that really counts, but how the game was played.”

**CAMP GAMES SHOULD BE DIFFERENT**

* 1. Choose new games or games that are not the old school stand by, we don’t want to repeat what the children have just finished nine months of.
	2. Laughter and fun should be the prime objectives of any organized game.
	3. Choose games that require a lot of room and utilize the outdoors. Games centered on nature can serve as excellent tools for nature study and outdoor education.

##### RESOURCES

1. Check with other staff members about games that they have had experiences with.
2. Your Director has a resource file and materials on different games that may helpful.
3. Before you come to camp check the library, which has a wide variety of books with new games and ideas.

### Ice Breaker for Camp

**Toilet Paper Game**

Take a roll of toilet paper and explain to the group that this is the only toilet paper for the whole week and for them to take as much as they will need‑ One everyone has taken some, tell them that the number of little square sheets they have is the number of interesting facts they have to tell the group. You can use other things like gummy bears etc. instead of toilet paper.

**2 true, 1 false**

Everyone picks 2 true things about them self to share and make up one false thing to share with the group. When the person is done, the group has to figure out which of the 3 things is false.

**Blanket Game**

After campers have met each other and gotten a chance to know each other’s names start the blanket game. Divide the campers into 2 groups and put the teams facing each other. Raise the Blanket in between two teams and have a player from each side stand up. Drop the blanket and the campers that are standing have to try and say the other person’s name before they do. Whoever says the other person’s name has to go over to the other side. The game ends when there is only one player on one side.

**Common Link**

Divide the campers into 3 or 4 groups. Each group has to come up with 5‑10 facts that are common to everyone in the group. After about 5 minutes, gather all the groups together and share the 5‑10 facts for each fact that the group has that no other group has, they get a point So if two groups had "have a dog" they wouldn't get a point for that. The team with the most points wins.

**Frignauts**

Number of Players: 8 or more

Ages ‑ 10 and up

Objective ‑ to socialize and learn new things about other participants

Level of Activity ‑ moderately active

Equipment ‑ One less chair than participants

Directions: The players arrange themselves in a circle and the leader stands in the middle. The leader starts by naming something other people in the circle have done such as places that they have visited in the past or whoever has a blue shirt on. All the participants that have also visited that place get up from their chairs and find a new chair somewhere else in the circle. This participant names a place that they have visited arid the game continues until everyone has been in the middle or until time is up. When a person says Frignauts then the whole group has to move at least 2 chairs away.

**Group Juggling**

Number of Players ‑ 6 to unlimited

Ages ‑ 10 and up

Object ‑ to get all 4 tennis balls passed across the group without dropping them

Level of Activity ‑ moderately active

Equipment needed ‑ 4 small tennis size balls per group

Directions ‑ Divide the group up into teams. Try to have between 8‑10 people in each team. Have each team pick a leader who will start the game‑ the leader will then choose someone who is across the circle from them, but not next to them, to throw a ball to. Then the person that the leader chooses will choose someone else across the circle from him or her and so on until everyone has someone that they throw a ball to. The last person will throw the ball back to the Leader. The object of the game is to see which team can throw the ball to every member in the group without dropping the ball on the ground. To increase difficulty you can add another ball to tie group to see if they can still accomplish the task. You can also start a ball where the Leader starts again, and throws the ball to the Last person and then continues backwards. To increase leadership in the activity you can have the person throwing the ball say to the person who is catching the ball 'here you go" or say their name to make sure they are paying attention.

**People to People (Person to Person)**

Number of player’s ‑ 6 or more

Age’s ‑ 8 or older

Object ‑ to quickly find a partner before they are all taken when the signal is given

Level of activity ‑ Moderately Physically Active

Equipment – None

Directions: Each player partners up at the beginning of the game, with one person staying out to be the leader. The Leader begins calling out instructions as to how the partners must face each other. For example, if the Leader calls out ‑Face to Face" then the partner would stand opposite each other, looking at each other. Others include foot-to-foot back-to-back, elbow-to-elbow, knee to arm. Then at some point a leader will yell out People to People" and everyone needs to find a partner. The person who is left without a partner is the person who becomes the leader.

**Post it Notes**

This works great for weekend retreats but also can be adapted to cabins. Have all names of people in your cabin or group on a wall. Have each person write down five things that others in the room would not know about them on post it miles. Then place all the post it notes on thee wag randomly. The throughout the session of camp or to weekend have people move the post it notes to the person’s name they think it may apply to. Try to write down things that people would be able to figure out as you get to know each other.

**Scar**

Tell about a scar that you have. You can be detailed but do not be gory. You can learn a lot about a person by how well they can tell a story. Showing the scar is not needed.

**Spin the Bottle**

Just like spin the bottle except instead of kissing, they have to answer a question that has been previously asked from the person who had the bottle pointed to them before they spun the bottle.

**Sticks**

Everyone sits in a circle with a stick in the middle. Somebody asks a questions like who been to Disneyland" or 'who has a brother etc. If you can answer yes to the question, you try to be the first one to pick up the stick and then that person ask another question.

**String Toss**

Required: Ball at string or yam

Players: Small to medium groups

Set up small groups of 8‑12 players

Directions: Have them sit in a circle for this icebreaker. One person is given the ball of yam and finds the end of ft. They will kiss the ball of yam to anyone within the circle while they are still holding the end of the ball of yam. Now ask the person that caught it one or two questions. If this is a new, group that doesn't know everyone they are to introduce themselves first before answering the questions at the beginning of the game. Here are some ideas as to what questions to ask, what is your favorite color, music group, the person that has influenced you the most, what we you afraid of, your favorite food, time of the year, or any other question to might pertain to this event‑ that person then holds part of the yam and then tosses the ball of yam to anyone that hasn't received the, ball yet. You repeat this until everyone has had the ball of yam and you will notice that you have created a unique web that has connected all the players together in one way. You can pass the ball again to ask one ‑ two more questions from each player.

**The Sock Game**

Use a sock or towel. Chose one person to start the game, who will stands in the middle. That person's goal is to tap the person's leg with the sock/towel when the person sitting in a circles name is called. Someone starts saying someone’s name, once your name is called; you want to call out someone else's name before the person in the middle with a sock can tap you. Once the person in the middle taps you with the sock towel you have to go into the middle. Remind the campers not to get too violent with the towel sock.

**Three Questions Game**

Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal “what’s you name” type questions but something like, "Where is the most interesting place you have ever traveled" or "Name a topic you feel absolutely passionate about". •Give them time to mingle, and to ask three different people in the group one of their three questions. •Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.

**The Pocket/Purse Game**

 Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and tell for the selected item and why it is important to them.

**The Talent Show**

Everyone selects one talent or special gift that they possess and can demonstrate for the group. They introduce themselves, explain what their special talent is, and then perform their special talent for the group.

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**Birthday Game**

Have the group stand and line up in a straight line. •After they are in line, tell them to re-arrange the line so that they are in line by their birthday. January 1 on one end and December 31 at the other end. The catch is that they must do all this without talking or writing anything down.

**Map Game**

Hang a large map of the world. Give everyone a pushpin. As they enter, they pin the location of their birth on the map.

**Paper Airplane Game**

Everyone makes a paper airplane and writes their name, something they like and dislike on it (You may also want to add additional questions). On cue, everyone throws their airplane around the room. If you find an airplane, pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

**The Shoe Game**

When entering, everyone must take off one shoe and leave it in a pile at the door. They keep the other shoe on. After everyone is in. The host will distribute the shoes to people not wearing the same shoe. When instructed, everyone must find the mix and find the person who belongs to the shoe and get some info about them. They then introduce their new friend to the group.

**The Artist Game**

Give everyone a piece of paper and a pencil. In 5 minutes they must draw a picture that conveys who they are without writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.

**Three in Common Game**

Break the group into 3’s. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair color. It must be three uncommon things. After letting the group’s converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

**Dream Vacation Game**

Ask participants to introduce themselves and describe details of the ideal, perfect dream vacation.

**Polaroid Game**

As participants arrive, take their picture with a Polaroid type camera. Hand out the pictures to the group with each participant getting a picture of another member of the group. Give them 15 minutes to find and talk to the people matching their picture. When the group reassembles, have each member introduce their new picture pal to the group and talk about what they learned about them.

**Favorite T-shirt Game**

Ask attendees to bring (not wear) their favorite T-shirt to the meeting. Once all participants have arrived, ask each person to show the shirt to the group and explain how the T-shirt best resembles their personality.

**Famous People/Cities** **Game**

As each participant arrives, tape a 3 x 5 index card on their back with the name of a famous person or city. They must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person or city on their index card. EXAMPLES: Paris, Madonna, Santa Claus, John Wayne, Casablanca.

**Favorite Animal Game**

As the campers arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As they tell you, write the three adjectives on a name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, and playful.

**Creative Name Tags**

 Give everyone 15 minutes to make their own name tag-they can list hobbies, draw a picture, give a self-profile, etc.

**Circle of Friends Game**

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves

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**Marooned Game**

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

**The Interview Game**

Break the group into two person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

**Story Time Game**

The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that's already been added.

**Ball Toss Game**

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they though was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

**Out on the Town Game**

If you have a two-day meeting and need a quick warm-up for day two, ask everyone to pantomime something they did the night before. Individuals or groups can act out a movie they went to, describe a meal they ate, or recreate a scene witnessed at a bar….

**Lucky Penny Game**

Each person takes a penny or other coin out of their pocket and looks at the date. When it's their turn, they tell the year that's on their coin and recall something spectacular that happened that year.

**Straw & Paperclip Game**

Give each group a box of straws not flexible straws) and a box of paperclips. Check that the paperclips can fit snuggly into the end of the straws. Give each group a task (you can use the same one for each group if you want) and let them go. Sample tasks: Build the structure as a group – tallest, strongest, longest, most creative, most functional, etc. Debriefing included describing teamwork and situational leadership skills used as well as how different models are needed to accomplish different tasks.

**Four Facts Game**

Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

**A to Z Freeze Game**

Ask participants to recite the alphabet in unison. Let them go on for a while until you yodel “Stop!” At that point, identify the letter they stopped on and ask everyone to share something they are looking forward to at school that begins with that letter. For example, if the letter is “R,” they might say “ravioli in the dining hall” or “rooming with someone cool.” Once everyone has shared, have them recite the alphabet again. Stop them on a different letter and ask participants to share a personality trait they possess that begins with begins with that letter. If the letter is “D” they might say things like “diligence.” Come up with different questions to ask for each letter and repeat the process.

**Reception Line Game**

Divide everyone into 2 groups. Have them stand facing each other. Each person talks to the person across from them until signaled (flash lights). At signal, person at end of one line moves to other end. Consequently everyone has a new person to talk to.

**Autograph Sheets Game**

Prepare a sheet listing traits or facts about people with a line for them to sign their name next to the trait if it applies to them (i.e.: someone who wears contacts, someone who has been to Europe, etc.). People then mingle around the room with their sheets seeking to find people who are eligible to sign their sheets. A person can only sign once on any sheet. The process may also be reversed by having people seek out the autograph of people to which they think the category applies (i.e.: someone who looks like they enjoy the outdoors, someone who is from the east, etc.)

**Puzzles Game**

Give participants a blank piece of puzzle (cut up a sheet of index card stock). Each person writes on the piece one skill which they contribute to the group. The puzzle is then assembled to show that everyone contributes to the whole.

**Human Knot Game**

Divide into groups of 6-10 people. Each group forms a tight circle, standing and facing each other. Everyone extends their hands into the circle and by intermingling their arms, grasps hands with other members of the group. Instruct people to “be sure that the two hands you are holding does not belong to the same person”. The groups’ goal: untie the knot which results. Member of the group physically climb over/ under/ through each other’s arms to untie the knot of bodies. Note: It’s RARE but it is possible for a knot to be unsolvable or end in two separate circles.

**Find Someone Game**

Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

**Get in the News Game**

Divide your group into teams of four or five persons each, and make sure each team has the necessary supplies--scissors, tape, pins, and plenty of old newspaper. You'll also need a separate room or corner in which each team can work with privacy (and hilarity). Each group selects one person to be the model. After deciding what kind of costume to make, the team goes to work--cutting, crumpling, bunching, rolling, piecing, pinning, taping. After an appropriate amount of time, call everybody together for a costume show. (And don't forget to recycle your newspaper when you're finished!)

**Make a Date Game**

Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number (no digitals!). Then have participants walk around a find a "date" for each hour, writing their name by the hour. The catch is, no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for each hour. The facilitator then asks a question for discussion on each date. The pairs will have a chance to get to know one another.

**People Knots Game**

Everyone sits on the floor in a circle with legs extended toward the middle. Each person grabs two others' hands and holds them. The hands cannot be those of either person sitting on your sides and also cannot be the two hands of the same person. Now, everyone stands up and untangles each other into a single circle, without letting go of the hands you have.

**Quick Change Artist Game**

Pair off into partners facing each other. Each player is to observe his or her partner's appearance. Then the players turn around back-to-back and make two or more changes in their dress, hair accessories, etc. When they face each other again, each partner must identify the changes made by his or her partner. This game can be repeated several times by changing partners and increasing the number of changes made.

**The Quiet Game**

The instructor explains that this exercise will take self-control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act ask hecklers to disrupt them?

**Sunshine Cards Game**

Everyone writes their name in the center of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something on all the papers.

**Finish the Sentence Game**

Write the start of a question on the board (i.e. My Favorite job was, My Hobby is.) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

Job Description of a Camp Counselor

So, you’re a new or returning camp counselor. This will be a rewarding summer for you. In the next few weeks, you will be like a parent, as you guide your “family” through the fun and adventure that camp provides. You will be a role model, the most important person in your campers’ eyes; what you say and do how you act, how sensitive and caring you are will have a profound impact and will be recorded in your campers’ memories for the rest of their lives.

Camp is a special place. Campers grow and learn about themselves, try new things, discover hidden talents, and reach out without fear of negative criticism. At camp, children learn to share, to trust, and to be themselves in a nurturing environment.

Here are a few suggestions for living and working with campers:

* Have fun. Everyone is here to enjoy doing things together.
* Be fair. Young people have a keen sense fair play.
* Be consistent. Don’t change your standards.
* Have great patience. Always be prepared to listen and to be helpful. Don’t lose your temper. Campers will constantly test you to see how far they can go.
* Don’t shout or raise your voice. Save these actions for a time they many really be necessary, such as an emergency. Otherwise, campers may believe that shouting is the way you normally speak, and they will pay little attention to your raised voice.
* Be a role model. Lead by example.
* Watch your language. Don’t use profanity.
* Teach manners by saying “please” and “thank you.”
* Have fun at the dinner table. Get everyone talking. Try playing word games.
* Don’t show favoritism. You may have a favorite camper, but never show this by your actions or words. Campers will lose respect for you and it will cause problems for everyone.
* Learn to anticipate what campers will do next.
* Do not permit campers to be teased. Learn to sense a developing situation, and stop it before it starts.
* Take an active interest in the interests of your campers. You will learn a lot from them.
* Young people can be experts in some areas. Genuinely recognizing and respecting this fact is one way to win over a camper.
* Look for the positive in each camper and emphasize it in front of others. Help campers to be accepted by the group. Find the campers’ abilities and talents; then put the campers in a position to demonstrate those strengths to others.
* Stay a few minutes after lights-out at bedtime to talk with your campers. Lights-out and rest periods are two excellent opportunities to really get to know your campers.
* Almost everyone feels homesickness. It calls for extra attention to the camper and a talk about the great things that have happened and the exciting things to look forward to. Most homesickness occurs after lights-out and during quiet times.
* Don’t be afraid to admit that you have made a mistake or are wrong about something. It shows that you are human.
* You are the campers’ counselor and friend, not their contemporary or peer. You must remain an adult, while playing at the campers’ level. If you become one of them, you will lose their respect and your job will become difficult.
* Take time off away from the area.
* Get enough sleep each night. Otherwise, you may be tired, irritable, and impatient the next day. Campers will immediately notice this change in you.
* Talk with your group leader or supervisor at any time, about any problems, campers or otherwise. You will not be able to handle all of the problems and challenges by yourself. Talking with a group leader or supervisor does not mean that you are not doing a good job. Becoming an effective counselor is a learning process.
* Have personal fun!

Successful Counseling

**The Success Counselor**
Okay, so what is the preferred method? Specialists in child and human development understand that self-control through internalized values and morality is both preferable and ultimately more effective than methods that involve external control. The aim of a success counselor is just the opposite: to change campers’ minds, which will change their behavior.

The central premise is that people use behaviors to help them get what they want and need. At their core, those needs are power or control; affection, love, and attention; self-respect, self-worth, and self-esteem; fun; belonging and connection to others; and safety and survival.

Success counseling attempts to help campers meet their needs while keeping in mind the needs of others (including the community). In essence, the counselor tries to help the camper understand the need behind the behavior and figure out a more pro-social way to meet that need. Campers are walked through the problem-solving process so that they understand how their emotions, needs, and behavior are all linked to the present outcome, as well as a more desirable one. The counselor’s goal is not to solve campers’ problems, but rather to give them information and support to create their own solutions.

This is done by asking pointed, guiding questions. For example: What happened? How did that make you feel? What did you want? What did you do to get it? How did that work? What were/are some other choices you could have made? What is the best choice? That sounds like a good plan, so let’s check back with each other to see how it works, okay? When the camper has accepted their responsibility, a conversation about appropriate restitution usually follows easily.

No discipline system will work well if it is geared toward getting campers to do what you want without also helping them get their needs met. Campers want the same things we all do; sometimes they just need help in learning the best way to go about getting those needs met.

Defining a Counselor's Role

**The Role You Play**
The role of counselor has been described many different ways — as a camper’s best friend, as a kind of surrogate parent, or even as a coach. None of these analogies are perfect because being a camp counselor has its own special characteristics and relationships. Since most counselors have not been parents, trying to be one may not be too meaningful.

There are also drawbacks to the concept of being a camper’s best friend. Besides a counselor having the ability to set limits with campers (for their own physical and emotional safety), a counselor may not confide in or share with a camper aspects of his or her personal life. A counselor would not expect to get advice from or lean on a camper as one might a best friend. Finally, a counselor would not engage in certain kinds of activities with a camper that one might with friends. So, while a counselor can have a lot of fun and be enormously helpful to a child, being a best friend is a very different kind of relationship.

Another way to view the role of a counselor with children is as a wise, benevolent, and caring older brother or sister. An older brother or sister wouldn’t let a younger sibling do something to hurt themselves or others. An older brother or sister would intervene when a younger sibling was getting too wound up. Older brothers and sisters care for their siblings and have fun with them and take an interest in them while still being able to put on the brakes when needed. Also, unlike a friend, there are certain confidences or aspects of your private life you would not share with a younger brother or sister because it would be confusing, upsetting, or put too much of a burden on them. We all know that younger siblings can be curious. An older brother or sister would know this was natural, but would be careful not to share information that was essentially private.

**The Decisions You Make**
Being an effective counselor also means making sound decisions for your campers. The first question to ask yourself when making a decision that affects campers is, “Whose well-being am I serving — mine (I get to be popular; I get to have fun doing what I want to do; I get to be with my friends) or my campers?” A second question is, “What is the risk involved, and am I certain that everyone will be able to negotiate that risk and end up safe both emotionally and physically?” With the greatest of relationships and the best of intentions, if our decision-making endangers or compromises the safety of children, we have lost the trust given to us when we assumed the responsibilities of being a counselor.

**The Time You Spend**
When it comes to the quality of time a counselor spends with campers; I have some tips that may help you be a more successful counselor:

* The time you spend at the beginning of a session getting to know campers will pay dividends during the rest of the week. This is the time to establish routines, create a rapport, and win the trust of your campers.
* Make a ritual of meeting at the same time every day for five to ten minutes to simply acknowledge how helpful or considerate specific campers have been to one another during the day. This public recognition should become part of your bunk or group culture. It is especially effective when done at the end of the day.
* Allow your campers to solve problems as a group right from the start.  For example, instead of you and your co-counselor imposing your system of clean-up jobs on the campers have them brainstorm how the system should work. Remember; lay down your ground rules for group problem solving right from the start.

**Challenging Times**
When campers begin to show challenging behavior, think of their actions as nonverbal statements. Campers are usually expressing one of three to four sentiments with their misbehavior: they are seeking attention, power, revenge, or trying to protect themselves.

**Take a deep breath**
The first thing to do when responding to such behavior is to take a deep breath and ask yourself, “What is my intention with this camper?” That is, how do you want to come across? Many younger or inexperienced counselors are not aware of what their intention is and may seem angry or vindictive even when they are trying to be thoughtful or engaging. How you come across to campers will have tremendous effect on what results you get. Ask yourself if you are trying to get even, show the kid who’s boss, punish the kid, or get to the bottom of things.

**Stay calm**
Secondly, stay calm. If you are taking the camper’s actions personally, you will react out of anger or frustration and be less effective. Find out what the child is trying to get from his behavior. When kids act in such a way that they either get into trouble or push other children away, it can be powerful simply to say, “I understand what I think you are trying to do; let’s see if we can do it in a way that doesn’t get you in trouble or cause you to lose friends.”

Helping children solve problems and learn social skills is easier if they think you have their best interests at heart. Camp is full of opportunities for children to learn new and more effective behaviors for getting what they want, like making and keeping friends and getting attention and recognition for their true accomplishments.

### How to Get Fired From a Volunteer Job Position

Violation of policy or gross misconduct may result in disciplinary action up to and including termination of your position. There are two basic ways to get fired:

**Leaving the Fast Way**

(This is a partial list – no additional warning will be given.)

* Any actions that jeopardize the safety or a camper, other staff member or self.
* Unauthorized or dangerous use of any vehicle, equipment, or recreational structure, such as climbing wall, zip line, bikes, pool, etc.
* Sexual misconduct. This includes (but not limited to) sexual joking, inappropriate literature, and inappropriate use of music, sexual involvement with or harassment of a camper or staff member.
* Physical, verbal, emotional, sexual abuse. This includes things (but not limited to) inappropriate discipline, touching in an aggressive or sexual manner, humiliating, or hunting a camper or staff member. NEVER touch a camper or staff member!
* Insubordination
* Use of tobacco in front of campers, or using alcohol, or nonprescription drugs.
* Falsehood or misrepresentation in the application process

**Leaving the Slow Way**

(This is a partial list)

* Continual negative attitude or derogatory comments concerning food, programs, staff, campers, or decisions in front of staff members or campers.
* Tardiness or missing an activity.
* Negligence toward job expectations or campers needs.
* Failure to follow guidelines as outlines in staff manuals and training.
* Complaining, gossip and sarcasm have no place in camp.

You communicate by your attitude and action whether or not you want to be here.

You fire yourself

You have the power to choose!

### Something to Think About Everyday

* You shouldn’t compare yourself to the best others can do, but to the best you can do.
* A wise man once said - A strong code of ethics is as reliable as a compass.
* Trust is the single most important factor in both personal and professional relationships.
* Nothing of value comes without effort.
* Untold treasures are found in the imagination of children.
* Generous people seldom have emotional and mental problems.
* The ache of unfulfilled dreams is the worst pain of all.
* You can do something in an instant that will give you heartache for life.
* Regardless of age, we all need the same amount of love.
* If you pursue happiness, it will elude you. But if you focus on your family, the needs of others, your work, meeting new people, and doing the very best you can, happiness will find you.
* If you care, it shows.
* Kindness is more important than perfection.
* You need to let children be children.
* Children are the best teachers of creativity, persistence, and unconditional love.
* If you allow someone to make you angry, you have let him or her conquer you.
* There are no unimportant acts of kindness.
* To love and be loved is the greatest gift in the world.
* The more a child feels valued, the better their values will be.
* The only thing you owe life is to become the best you can be.
* Age is important only if you are a cheese.
* A fulfilled life is not possible without friends.
* The most creative ideas come from beginners – not the experts.
* Making a living is not the same thing as making a life. You should fill your life with experiences, not excuses.
* The purpose of criticism is to help, not to humiliate.
* When people aim for what they want out of life, most aim too low.
* Plotting revenge only allows the people who hurt you to hurt you longer.
* Most people resist change, and yet it’s the only thing that brings progress.
* Regrets over yesterday and the fear of tomorrow are twin thieves that rob us of the moment.
* If you ask someone, “I wonder if you could please help me?” you will almost always get a positive response.
* Kids need hugs more than they need things.
* Kind words and good deeds are eternal.
* You should never do anything that wouldn’t make your mother proud.
* Strength does not come from physical capacity. It comes from inside us.
* Forgiveness is the virtue of the brave.
* It is better in a prayer to have a heart without words, than words without a heart.

### How to Stay Young

1. Throw out non-essential numbers. This includes age, weight and height.

2. Keep only cheerful friends. The grouches pull you down. If you really need a grouch; there are probably family members that fill that need.

3. Keep learning. Learn more about the computer, crafts, gardening, whatever. Just never let the brain idle.

4. Enjoy the simple things. When the children are young, that is all that you can afford. When a young person is in college that is all that they can afford: When they are grown, and you are on retirement, that is all that you can afford!

5. Laugh often, long and loud. Laugh until you gasp for breath. Laugh so much that you can be tracked in the store by your distinctive laughter.

6. The tears happen. Endure, grieve, and move on. The only person, who is with us our entire life, is ourselves.

7. Surround yourself with what you love, whether it is family, pets, keepsakes, music, plants, and hobbies, whatever. Your home is your refuge.

8. Cherish your health. If it is good, preserve it. If it is unstable, improve it. If it is beyond what you can improve, get help.

9. Don't take guilt trips. Go to the mall, the next county, and a foreign country, but not guilt.

10. Tell the people you love, that you love them, at every opportunity.

11. Read more and dust less.

12. Look out on your yard. Admire the view without fussing about the weeds.

13. Spend more time with your family and friends and less time working.

14. Whenever possible, life should be a pattern of experiences to savor, not to endure. Recognize these moments now and cherish them.

15. Do not "save" anything. Use your good china and crystal for every special event such as losing a pound, getting the sink unstopped, or the next blossom of flowers you see.

16. Wear your good blazer to the market.

17. Don't save your good perfume for special parties, use it even if you are going shopping or just to the bank.

18. "Someday" and "one of these days" should give way in your vocabulary. If it is worth seeing or hearing or doing, go and see or hear or do it now.

### Attitudes about Life

The longer I live, the more I realize the impact of **ATTITUDE** on life. **ATTITUDE**, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than success, than what other people think or say or do. It is more important than appearance, or skill. It will make or break a company...a church...a home. The remarkable thing is you have a choice every day regarding the **ATTITUDE** you will embrace for that day. We cannot change our past...we cannot change the inevitable...The only thing we can do is play on the string we have, and that is our **ATTITUDE**. I am convinced that life is 10% what happens to me and 90% how I react to it.

And so it is with you... You are in charge of your **ATTITUDES.**

### Self-Esteem for Everyone

Self-esteem is a composite of six vital ingredients that can empower or detract from the vitality of our lives:

The six are:

1. Physical Safety – Freedom from physical harm.
2. Emotional Security – The absence of intimidations and fears.
3. Identity – The “Who am I?” question.
4. Affiliation – A sense of belonging.
5. Competence – A sense of feeling capable.
6. Mission – The feeling that one’s life has meaning and direction.

Boost your self-esteem by enhancing your life in these five ways:
1. Set aside ten minutes every morning for personal development matters. Meditate, visualize your day, starting the day off well is a powerful strategy for self-renewal and personal effectiveness.

2. The quality of your life is the quality of your communication.  This means the way you communicate with others and, more importantly, the way you communicate with yourself. What you focus on is what you get. If you look for the positive this is what you get.
3. Make your home an oasis from the frenzied world outside. Fill it with great music, great books and great friends.
4. Learn to be still. The average person doesn't spend even 30 minutes a month in total silence and tranquility. Develop the skill of sitting quietly, enjoying the powerful silence for at least 10 minutes a day. Simply think about what is important to you in your life.  Reflect on your mission. Silence indeed is golden.
5. Associate only with positive focused people who you can learn from and who will not drain your valuable energy with complaining and uninspiring attitudes. By developing relationships with those committed to constant improvement and the pursuit of the best that life has to offer, you will have plenty of company on your path to the top of whatever mountain you seek to climb.

### How to do your Job (Memo from a Child)

1. Please set limits. I know quite well that I ought not to have all I ask for. I’m only teasing you.
2. Please be firm with me. I prefer it. It makes me feel more secure.
3. Try not to make me feel smaller than I am. It only makes me behave stupidly big.
4. Please remember not to correct me in front of people if you can help it. I’ll take much more notice if you talk quietly with me in private.
5. Please help me form good habits. I have to rely on you to help me in the early stages.
6. Please do not make me feel that my mistakes are sins. It upsets my sense of value.
7. I hope you understand that when I say, “I hate you.” It isn’t you I hate, but your power to thwart me.
8. Let me learn from consequences. I need to learn the painful way sometimes.
9. Please do not take too much notice of my small ailments. Sometimes they get me the attention I need.
10. Please remember if you nag, I shall have to protect myself by appearing deaf.
11. Please keep promises when you make them. Remember that I feel badly when promises are broken.
12. Please remember that I cannot explain myself as well as I should like. That is why I am not always very accurate.
13. Try not to tax my honesty too much. I am easily frightened into telling lies.
14. Please understand that my fears are not silly. They are terribly real and you can do much to reassure me if you try to understand.
15. Please remember that I cannot explain myself as well as I would like. That is why I am not always very accurate.
16. Please let me know that you are imperfect and make mistakes. It gives me too great a shock when I discover that you are both.
17. Please feel free to apologize to me. An honest apology makes me feel surprisingly warm towards you.
18. Please remember I live experimenting. I couldn’t get on without it, so please put up with it.
19. Please notice how quickly I am growing up. It must be very difficult for you to keep up with me, but please try.

When Children Learn

When children learn that happiness is not found in what a person has but in whom that person is,

When they learn that giving and forgiving are more rewarding than taking and avenging,

When they learn that suffering is not eased by self-pity, but overcome by inner resolve and spiritual strength,

When they learn that they can’t control the world around them, but they are the masters of their own souls,

When they learn that relationships will prosper if they value friendship over ego, compromise over pride, and listening over advising,

When they learn not to hate a person whose difference they fear, but to fear that kind of hate,

When they learn that there is pleasure in the power of lifting others up, not in the pseudo-power of pushing them down,

When they learn the praise from others is flattering but meaningless if it is not matched by self-respect,

When they learn that the value of a life is best measured not by the years spent accumulating possessions, but by the moments spent giving of one’s self – sharing wisdom, inspiring hope; wiping tears and touching hearts,

When they learn that a person’s beauty is seen not with the eyes but with the heart; and that even though time and hardships may ravage one’s outer shell, they can enhance one’s character and perspective,

When they learn to withhold judgment of people, knowing everyone is blessed with good and bad qualities, and that the emergence of either often depends on the help given or hurt inflicted by others,

When they learn that every person has been given the gift of a unique self and the purpose of life is to share the very best of that gift with the world,

When children learn these ideals and how to practice them in the art of good living, they will no longer be children – they will be blessings to those who know them, and worthy models for the entire world.

### Whatever Happens

1. I love you not because of who you are, but because of who I am when I am with you.

2. No man or woman is worth your tears, and the one who is, won't make you cry.

3. Just because someone doesn't love you the way you want them to, doesn't mean they don't love you with all they have.

4. A true friend is someone who reaches for your hand and touches your heart.

5. The worst way to miss someone is to be sitting right beside them knowing you can't have them.

6. Never frown, even when you are sad, because you never know who is falling in love with your smile.

7. To the world you may be one person, but to one person you may be the world.

8. Don't waste your time on a man/woman, who isn't willing to waste their time on you.

9. Maybe God wants us to meet a few wrong people before meeting the right one, so that when we finally meet the person, we will know how to be grateful.

10. Don't cry because it is over, smile because it happened.

11. There's always going to be people that hurt you so what you have to do is keep on trusting and just be more careful about who you trust next time around.

12. Make yourself a better person and know who you are before you try and know someone else and expect them to know you.

13. Don't try so hard; the best things come when you least expect them to.

 REMEMBER: WHATEVER HAPPENS, HAPPENS FOR A REASON.

### A Poem about what Children learning what they Live

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame.

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,

He learns to appreciate.

If a child lives with fairness,

He learns justice.

If a child lives with security,

He learns to have faith.

If a child lives with approval,

He learns to like himself.

If a child learns with acceptance and friendship,

he learns to find love in the world.

### Group Assembly at the Flag Pole

Each day, Counselors will line their groups up in the assembly area. Counselors will make sure they quiet their children for the assembly. The assembly will include the following:

1. Directing Staff will ask the counselor to take roll of their group.
2. Review the daily activities
3. Go over rules for the day if necessary.
4. Bring out Lost and Found
5. Sing Songs, Skits
6. Do announcements
7. In the morning and night raise and lower the American Flag

The assembly lasts around 10-15 minutes. Counselors are responsible for supervising their groups during assembly.

### Tips for Giving Devotions or Telling a Story

There are certain steps that storytellers follow. They select a story appropriate to the occasion, interests, and age of the audience, commit it to memory, prepare the audience by sifting them in a circle, and begin the tale. Professional storytellers generally memorize seven stories a year and have a repertoire of about 10 or more stories handy at all times.

If you are an inexperienced storyteller, look for short stories with repetitive phrases. ­Choose tales that you like because kids can sense when you aren't keen on what you're telling. You want stories that build up suspense. Length is important ‑never more than 20 minutes for young children. Leave them wanting more.

When you've chosen the story, you need to memorize it. It will take a few hours spread over time. First, read it silently and try to see the story in your mind's eye by visualizing it as a series of pictures. Then learn it by reading it aloud repeatedly, enjoying the words and the sound of the phrases. Think about words that may be new or unfamiliar to your audience and incorporate their meanings into the story so that you won't need to interrupt it during the telling to explain.

Once you've memorized the story, you are ready to tell the story. These points will help you do it more effectively. Smile and make eye contact with your listeners. Vary the pitch of your voice and use facial and hand expressions. In choosing stories it is a good idea to select a theme, etc. (Honesty, courtesy. loyalty, safety).

Be sure to read the story out loud first because some are better read than told. Don't be afraid to use high and low tones to impersonate characters.

Be sure of your sequence of events; then practice out loud, in front of a mirror if possible, until you are used to the sound of your own voice and gestures, These gestures should be very simple ‑ if used at all. Be sure your facial expression interprets the mood of me story. Your eyes are most important ‑ use them. Atmosphere can make or break a storytelling period. Be sure it is quiet, secluded, and that there will be no interruptions once the story begins.

### How to Tell Stories

These are general guidelines to try. It will take some trial and error to find what works for you. I've seen things work great for someone, but I have been able to adapt them and make them work when I tried. Create your own style; never try to emulate someone else.

**When to Tell Stories**

Only do it at campfire or in your cabin at night, and not all the time. It keeps them wanting more.

Never repeat a story.

Never read a story (exception: the diary story that was posted earlier‑ great idea!).

If you are telling a story at campfire waits for it to be dark and the campfire is nothing but embers.

Insist on complete silence.

When the story is over send the campers to bed immediately

Never tell them "it's just a story" If they ask if it’s true, try lines like "What do you think?"

### Telling the Story

**Voice**

Have a definite place, Have sufficient time, Have campers seated in front of you (semi‑circle), don’t allow questions or interruptions during the story, Look directly at the children as you tell the story

* Speak simply. Quietly and directly
* Use sufficient volume to be heard
* Be careful with enunciation
* Use low, pleasing tone quality

**Expression**

* Know what you want to say
* Express what you feel
* Think what you mean
* Be natural

**Timing**

* Pause
* Change the speed
* Change the pitch
* Vary the emphasis
* Build up to the climax

**Ending the Story**

* Do not detract from the climax
* Make sure not to suggest another story.
* Do not point up a moral
* End the story quickly
* Then STOP!
* Use different types of stories: Myths

### Story - Your But Is

The only survivor of a shipwreck was washed up on a small, uninhabited island. He prayed feverishly for God to rescue him, and every day he scanned the horizon for help, but none seemed forthcoming. Exhausted, he eventually managed to build a little hut out of driftwood to protect him from the elements, and to store his few possessions.

But then one day, after scavenging for food, he arrived home to find his little hut in flames, the smoke rolling up to the sky. The worst had happened; everything was lost. He was stunned with grief and anger.

\*God, how could you do this to me!' he cried. Early the next day, however, he was awakened by the sound of a ship that was approaching the island. It had come to rescue him. "How did you know I was here asked the weary man of his rescuers. “we saw your smoke signal”, they replied.

### Story - Heaven-Sent

I went through a time in which I felt everyone was taking advantage of me, and I wasn't the least bit happy about it.  It seemed that all the people I had decided to show kindness to be overstepping their boundaries.  I wrestled with the idea that if I was doing good just because God said we should, but if my heart wasn't cheerful about doing it, was I really doing God a favor?  Wasn't my bad attitude canceling out the good?

I had spent many hours and dollars on some disadvantaged kids in our neighborhood, and it was getting to the point where their grandma, with whom they lived, was expecting things of me.  I was feeling resentful of her and the fact that the kids didn't seem to be a priority in her life.  I got a call from her one-day as Christmas was approaching and she started telling me about some girl she knew who wasn't going to have much of a Christmas, and could I buy her something.

I stewed on that request.  I couldn't get over the nerve of her calling and asking me to do something for someone I didn't even know.  *Wasn't I doing enough already for her kids?  Now I have to take on someone else's?*  It's not as if we had a lot of money.

As I was shopping a few days later, I saw a box with two dolls in it, one dark-haired and one light haired.  I thought about that little girl.  Because it seemed like a bargain at fifteen dollars, I bought it, but I wasn't happy about it.  I tossed it in my cart with some begrudging mutter and took it home and wrapped it up.  Right before Christmas, I gave it to the grandma, and I never heard a word about it after that.  For all I knew, the girl never got it, or the grandma said it was from her.

When I was growing up, I wasn't allowed to see my paternal grandma, who never failed to buy us Christmas gifts and leave them with my maternal grandma.  My maternal grandma would change the nametags to say they were from her.  AS an adult I found out my favorite childhood doll had really come from my other grandma.  *Oh, well*, I thought, *just let it go*.  And so I did.

About a year and a half later, I was out walking my dog and I saw a little girl about seven years old playing in a yard.

When I passed by her she yelled out, "I've seen that dog before!"  I told her we live around the corner, and sometimes I walk him by here.  She came over and bent down to pet the dog.  It struck me that she might know the neighborhood kids I knew.  They always told me they had a friend named Joan (not her real name) who lived on our block.  I asked the girl if her name was Joan.  "No, that's my grandma's name," she answered.

Then the light bulb went on.

I asked her if she knew Aaron and Nick and Melanie, and she did.  Then I got curious and wondered if she might have been the unknown little girl I bought the dolls for.  I asked her, "Not last Christmas, but the one before that, did you get a couple of dolls for Christmas?"

"Oh, yes, Lucy is the light-haired one, and Debbie is the dark-haired one.  They are inside sleeping right now," she replied.

"Was that all you got that year?" I asked.

**Heaven-Sent Page 2**

"I think I got some other stuff, but I don't remember," she said.

"Who gave you the dolls?" I asked.

"Aaron's grandma," she answered.

Ah ha!  That was it . . . the grandma was going to take all the credit.  To prove myself right I asked, "Whom did she say they were from?"  And God, in his mysterious ways, had to show me I could never give too much - even if I do it with a rotten heart.

I got a lump in my throat when the response came from her: "She said they were from an angel."

### Story about People

1. Name the five wealthiest people in the world.

2. Name the last five Heisman trophy winners.

3. Name the last five winners of the Miss America contest.

4. Name ten people who have won the Nobel or Pulitzer Prize.

5. Name the last half dozen Academy Award winners for Best Actor and Actress­

6. Name the last decade's worth of World Series Winners.

**How did you do?**

The point is none of us remembers the headliners of yesterday. These are no second‑rate achievers. They are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners.

**Now, here's another quiz. See how you do on this one:**

1. List a few teachers who aided your journey through school.

2. Name three friends who have helped you through a difficult time.

3. Name five people who have taught you something worthwhile.

4. Think of a few people who have made you feel appreciated, special and truly loved.

5. Think of five people you enjoy spending time with­

6. Name half dozen heroes whose stories have inspired you.

**The Lesson?**

The people who make a difference in your life aren’t the ones with the most credentials, the most money, or the most awards. They are the ones who care.

### Story- The Window

Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window. The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation. Every afternoon when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one-hour periods where his world would be broadened and enlivened by all the activity and color of the world outside. The window overlooked a park with a lovely lake. Ducks and swans played on the water while children sailed their model boats. Young lovers walked arm in arm amidst flowers of every color and a fine view of the city skyline could be seen in the distance. As the man by the window described all this in exquisite detail, the man on the other side of the room would close his eyes and imagine the picturesque scene. One warm afternoon the man by the window described a parade passing by. Although the other man couldn't hear the band - he could see it. In his mind's eye as the gentleman by the window portrayed it with descriptive words. Days and weeks passed. One morning, the day nurse arrived to bring water for their baths only to find the lifeless body of the man by the window, who had died peacefully in his sleep. She was saddened and called the hospital attendants to take the body away. As soon as it seemed appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after making sure he was comfortable, she left him alone. Slowly, painfully, he propped himself up on one elbow to take his first look at the real world outside. He strained to slowly turn to look out the window beside the bed. It faced a blank wall. The man asked the nurse what could have compelled his deceased roommate who had described such wonderful things outside this window. The nurse responded that the man was blind and could not even see the wall. She said, "Perhaps he just wanted to encourage you."

### Story - One Day

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd." I had quite a weekend planned (parties and a football game with my friend tomorrow afternoon), so I shrugged my shoulders and went on. As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him and as he crawled around looking for his glasses, and I saw a tear in his eye, I handed him his glasses, I said, "Those guys are jerks. They really should get lives." He looked at me and said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived. As

It turned out, he lived near me, and so I asked him why I had never seen him before. He said he had gone to private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried his books. He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with my friends and me. He said yes. We hung all weekend and the more I got to know Kyle, the more I liked him. And my friends thought the same of him. Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said,

“You are going to really build some serious muscles with this pile of books every day!" He just laughed and handed me half the books. Over the next four years, Kyle and I became best friends. When we were seniors, began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor, and I was going for business on a football scholarship. Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak. Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous. Today was one of those days. I could see that he was nervous about his speech. So, I smacked him on the back and said, “Hey, big guy, you'll be great!" He looked at me with one of those looks (the really grateful one) and smiled. "Thanks," he said. As he started his speech, he cleared his throat, and began. "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach... but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them.

I am going to tell you a story." I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his mom and dad looking at me and smiling that same grateful smile. Not until that moment did I realize its depth. Never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse.

### Story - Of Dogs and Angels

During my years in animal welfare work - I served as the president of the American Society for the Prevention of Cruelty to Animals - I have heard wonderful stories about the power of the human-animal bond.  One of my favorites is about a girl and her very special dog.

When the girl was born, her parents were stationed with the U.S. Army overseas.  The tiny baby spiked a fever of 106 degrees and when they couldn't help her at the military base, the baby and her family were flown home to the United States where she could receive the proper medical care.

The alarming fever kept recurring, but the baby survived.  When the episode was over, the child was left with thirteen different seizure causes, including epilepsy.  She had what was called multiple seizure syndromes and had several seizures every day.  Sometimes she stopped breathing.

As a result, the little girl could *never* be left alone.  She grew to be a teenager and if her mother had to go out, her father or brothers had to accompany her everywhere, including to the bathroom, which was awkward for everyone involved.  But the risk of leaving her alone was too great and so, for lack of a better solution, things went on in this way for years.

The girl and her family lived near a town where there was a penitentiary for women.  One of the programs there was a dog-training program.  The inmates were taught how to train dogs to foster a sense of competence, as well as to develop a job skill for the time when they left the prison.  Although most of the women had serious criminal backgrounds, many made excellent dog trainers and often trained service dogs for the handicapped while serving their time.

The girl's mother read about this program and contacted the penitentiary to see if there was anything they could do for her daughter.  They had no idea how to train a dog to help a person in the girl's condition, but her family decided that a companion animal would be good for the girl, as she had limited social opportunities and they felt she would enjoy a dog's company.

The girl chose a random-bred dog named Queenie and together with the women at the prison, trained her to be an obedient pet.

But Queenie had other plans.  She became a "seizure-alert" dog, letting the girl know when a seizure was coming on, so that the girl could be ready for it.

I heard about Queenie's amazing abilities and went to visit the girl's family and meet Queenie.  At one point during my visit, Queenie became agitated and took the girl's wrist in her mouth and started pulling her towards the living room couch.  Her mother said, "Go on now.  Listen to what Queenie's telling you."

The girl went to the couch, curled up in a fetal position, facing the back of the couch and within moments started to seize.  The dog jumped on the couch and wedged herself between the back of the couch and the front of the girl's body, placing her ear in front of the girl's mouth.  Her family was used to this performance, but I watched in open-mouthed astonishment as the girl finished seizing and Queenie relaxed with her on the couch, wagging her tail and looking for all the world like an ordinary dog, playing with her mistress.

Then the girl and her dog went to the girl's bedroom as her parents and I went to the kitchen for coffee.  A little while later, Queenie came barreling down the hallway, barking.  She did a U-turn in the kitchen and then went racing back to the girl's room.

"She's having a seizure," the mother told me.  The girl's father got up, in what seemed to me a casual manner for someone whose daughter often stopped breathing, and walked back to the bedroom after Queenie.

My concern must have been evident on my face because the girl's mother smiled and said, "I know what you're thinking, but you see that's not the bark Queenie uses when my daughter stops breathing."

I shook my head in amazement.  Queenie, the self-taught angel, proved to me once again how utterly foolish it is to suppose that animals don't think or can't communicate.

### Story - The Real Thing

Cecile and I have been friends since college, for more than thirty years.  Although we have never lived closer than 100 miles to each other, since we first met, our friendship has remained constant.  We have seen each other through marriage, birth, divorce, and the death of loved ones - all those times when you really need a friend.

In celebration of our friendship and our fiftieth birthday, Cecile and I took our first road trip together.  We drove from my home in Texas to California and back.  What a wonderful time we had!

The first day of our trip ended in Santa Fe, New Mexico.  After the long drive, we were quite tired, so we decided to go to the restaurant near the hotel for dinner.  We were seated in a rather quiet part of the dining room with only a few other patrons.  We ordered our food and settled back to recount our day.  As we talked, I glanced at the other people in the room.  I noticed an attractive elderly couple sitting a short distance away from us.  The gentleman was rather tall and athletic looking, with silver hair and a tanned complexion.  The lady seated beside him was petite, well dressed and lovely.  What caught my immediate attention was the look of adoration on the woman's face.  She sat, chin resting gently on her hands, and stared into the face of the man as he talked.  She reminded me of a teenager in love!

I called Cecile's attention to the couple.  As we watched, he reached over to place a gentle kiss on her cheek.  She smiled. "Now that's what I call real love!" I said with a sigh.  "I imagine they've been married for a long time.  They look so in love!"

"Or maybe," remarked Cecile, "they haven't been together long.  It could be they've just fallen in love."

"Well, whatever the case, it's obvious they care a great deal for each other.  They are in love."

Cecile and I watched surreptitiously and unashamedly eavesdropped on their conversation.  He was explaining to her about a new business investment he was considering and asking her opinion.  She smiled and agreed with whatever he said.  When the waitress came to take their order, he ordered for her, reminding her that the veal was her favorite.  He caressed her hand as he talked, and she listened raptly to his every word.  We were enthralled by the poignant scene we were witnessing.

Then the scene changed.  A perplexed look came over the finely wrinkled but beautiful face.  She looked at the man and said in a sweet voice, "Do I know you?  What is this place?  Where are we?" "Now, sweetheart, you know me.  I'm Ralph, your husband.  And we're in Santa Fe.  We are going to see our son in Missouri tomorrow.  Don't you remember?" "Oh, I'm not sure.  I seem to have forgotten," she said quietly.

"That's okay, sweetheart.  You'll be all right.  Just eat your dinner, and we'll go and get some rest."  He reached over and caressed her cheek.  "You sure do look pretty tonight."

Tears coursed down our cheeks as Cecile and I looked at each other.  "We were right," she said quietly.  "It is the real thing.  That is love."

### Story – Interview with God

I dreamed I had an interview with God.

Come in God said. 'So, you would like to interview me?"

They lose their health to make money, and then lose their money to restore their health.

"If you have the time,' I said. God smiled and said: My time is eternity and is enough to do everything; what questions do you have in mind to ask me?

'What surprises you most about mankind?'

God answered: 'that they get bored of being children, are in a rush to grow up, and then long to be children again. That by thinking anxiously about the future, they forget the present, such that they live neither for the present nor the future. That they live as if they will never die, and they die as if they had never lived..."

God's hands took mine and we were silent for a while and then I asked...

As a parent, what are some of life's lessons you want your children to learn?

• God replied with a smile:

• To learn that they cannot make anyone love them.

• What they can do is to let them be loved.

To learn that what is most valuable is not what they have in their live but who they have in their lives.

To learn that it is not good to compare themselves to others. All will be judged individually on their own merits, not as a group on a comparison basis!

That a rich person is not the one who has the most, but is one who needs the least.

To learn that it only takes a few seconds to open profound wounds in persons we love, and that it takes many years to heal them.

To learn to forgive by practicing forgiveness.

To learn that there are persons that loves them dearly, but simply do not know how to express or show their feelings.

To learn that money can buy everything but happiness.

To learn that two people can look at the same thing and see it totally different.

To learn that a true friend in someone who knows everything about them ... and likes them anyway.

To learn that it is not always enough that they are forgiven by others, but that they have to forgive themselves.

• People will forget what you said.

• People will forget what you did, but

• People will never forget how you made them feel.

### Story - Two Boxes

I have in my hands two boxes, which God gave me to hold. He said, "Put all your sorrows in the black box, and all your joys in the gold." I heeded His words, and in the two boxes both my joys and sorrows I stored. But though the gold became heavier each day. The black was as light as before. With curiosity, I opened the black, I wanted to find out why, and I saw, in the base of the box, a hole, which my sorrows had fallen out by. I showed the hole to God, and mused, "I wonder where my sorrows could be." He smiled a gentle smile and said, "My child, they're all here with me." I asked God, why He gave me the boxes, Why the gold, and the black with the hole? "My child, the gold is for you to count your blessings, the black is for you to let go."

### Story - The Giving Trees

I was a single parent of four small children, working at a minimum-wage job.  Money was always tight, but we had a roof over our heads, food on the table, clothes on our backs and, if not a lot, always enough.  My kids told me that in those days they didn't know we were poor.  They just thought Mom was cheap.  I've always been glad about that.

It was Christmas time, and although there wasn't money for a lot of gifts, we planned to celebrate with church and family, parties and friends, drives downtown to see the Christmas lights, special dinners, and by decorating our home.

But the big excitement for the kids was the fun of Christmas shopping at the mall.  They talked and planned for weeks ahead of time, asking each other and their grandparents what they wanted for Christmas.  I dreaded it.  I had saved $120 for presents to be shared by all five of us.

The big day arrived and we started out early.  I gave each of the four kids a twenty-dollar bill and reminded them to look for gifts about four dollars each.  Then everyone scattered.  We had two hours to shop; then we would meet back at the "Santa's workshop" display.

Back in the car driving home, everyone was in high Christmas spirits, laughing and teasing each other with hints and clues about what they had bought.  My younger daughter, Ginger, who was about eight years old, was unusually quiet.  I noted she had only one small, flat bag with her after her shopping spree.  I could see enough through the plastic bag to tell that she had bought candy bars - fifty-cent candy bars!  I was so angry.  *What did you do with that twenty-dollar bill I gave you?* I wanted to yell at her, but I didn't say anything until we got home.  I called her into my bedroom and closed the door, ready to be angry again when I asked her what she had done with the money.  This is what she told me:

"I was looking around, thinking of what to buy, and I stopped to read the little cards on one of the Salvation Army's 'Giving Trees.'  One of the cards was for a little girl four years old, and all she wanted for Christmas was a doll with clothes and a hairbrush.  So I took the card off the tree and bought the doll and the hairbrush for her and took it to the Salvation Army booth.

"I only had enough money left to buy candy bars for us," Ginger continued.  "But we have so much and she doesn't have anything."

I never felt as rich as I did that day.

### Story - Glasses

My father worked as a carpenter. On this particular day, he was building some crates for the clothes his church was sending to some orphanage in China. On his way home, he reached into his shirt pocket to find his glasses, but they were gone. When he mentally replayed his earlier actions, he realized what happened; the glasses had slipped out of his pocket unnoticed and fallen into one of the crates, which he had nailed shut. His brand new glasses were heading for China!

The Great Depression was at its height He had spent $20 for those glasses that very morning. He was upset by the thought of having to buy another pair. "It's not fair," he told God as he drove home in frustration. "I've been very faithful in giving of my time and money to your work, and now this."

Several months later, the director of the orphanage was on furlough in the United States. He wanted to visit all the churches that supported him in China, so he came to speak one Sunday at my father's small church in Chicago. The missionary began by thanking the people for their faithfulness in supporting the orphanage. "But most of all," he said, "I must thank you for the glasses you sent last year. You see, the Communists had just swept through the orphanage, destroying everything, including my glasses. I was desperate. Even if I had the money, there was simply no way of replacing those glasses.

Along with not being able to see well, I experienced headaches every day, so my coworkers and I were much in prayer about this. Then your crates arrived. When my staff removed the covers, they found a pair of glasses lying on top.

The missionary paused long enough to let his words sink in. Then, still gripped with the wonder of it all, he continued: "Folks, when I tried on the glasses, it was as though they had been custom-made just for me! I want to thank you for being a part of that."

The people listened, happy for the miraculous glasses. But the missionary surely must have confused their church with another, they thought. There were no glasses on their list of items to be sent overseas. But sitting quietly in the back, with tears streaming down his face, an ordinary carpenter realized the Master Carpenter had used him in an extraordinary way.

### Story - The Difference between Growing Old and Growing Up

The first day of school our professor introduced himself and challenged us to get to know someone we didn't already know. I stood up to look around when a gentle hand touched my shoulder.

I turned around to find a wrinkled, little old lady beaming up at me with a smile that lit up her entire being. She said, 'Hi handsome. My name is Rose. I'm eighty-seven years old. Can I give you a hug?'

I laughed and enthusiastically responded; 'Of course you may!' and she gave me a giant squeeze. 'Why are you in college at such a young, innocent age?' I asked.

She jokingly replied, 'I'm here to meet a rich husband, get married, and have a couple of kids...'

'No seriously,' I asked. I was curious what may have motivated her to be taking on this challenge at her age.

'I always dreamed of having a college education and now I'm getting one!' she told me.

After class we walked to the student union building and shared a chocolate milkshake. We became instant friends. Every day for the next three months we would leave class together and talk nonstop. I was always mesmerized listening to this "time machine" as she shared her wisdom and experience with me.

Over the course of the year, Rose became a campus icon and she easily made friends wherever she went... She loved to dress up and she reveled in the attention bestowed upon her from the other students. She was living it up. At the end of the semester we invited Rose to speak at our football banquet. I'll never forget what she taught us. She was introduced and stepped up to the podium.

As she began to deliver her prepared speech, she dropped her three by five cards on the floor. Frustrated and a little embarrassed she leaned into the microphone and simply said, 'I'm sorry I'm so jittery. I gave up beer for Lent and this whiskey is killing me! I'll never get my speech back in order so let me just tell you what I know.'

As we laughed she cleared her throat and began, ' We do not stop playing because we are old; we grow old because we stop playing. There are only four secrets to staying young, being happy and achieving success. You have to laugh and find humor every day. You've got to have a dream. When you lose your dreams, you die.

We have so many people walking around who are dead and don't even know it! There is a huge difference between growing older and growing up. If you are nineteen years old and lie in bed for one full year and don't do one productive thing, you will turn twenty years old. If I am eighty-seven years old and stay in bed for a year and never do anything I will turn eighty-eight. Anybody can grow older. That doesn't take any talent or ability. The idea is to grow up by always finding opportunity in change. Have no regrets. The elderly usually don't have regrets for what we did, but rather for things we did not do. The only people who fear death are those with regrets.'

She challenged each of us to study the lyrics and live them out in our daily lives. At the year's end Rose finished the college degree she had begun all those years ago. One week after graduation Rose died peacefully in her sleep.....

Over two thousand college students attended her funeral in tribute to the wonderful woman who taught by example that it's never too late to be all you can possibly be.

### Story - Zoo

A Grandmother and her granddaughter a little girl whose face was sprinkled with bright red freckles spent the day at the zoo. The children were waiting in line to get their cheeks painted by a local artist who was decorating them with tiger paws.

'You've got so many freckles, there's no place to paint!' a boy in the line cried.

Embarrassed, the little girl dropped her head. Her grandmother knelt down next to her. 'I love your freckles,' she said.

'Not me,' the girl replied.

'Well, when I was a little girl I always wanted freckles,' she said, tracing her finger across the child's cheek. 'Freckles are beautiful!'

The girl looked up. 'Really?'

'Of course,' said the grandmother. 'Why, just name me one thing that's prettier than freckles.'

The little girl peered into the old woman's smiling face. 'Wrinkles,' she answered softly.

### Saying - Believe

I believe-
That we don't have to change friends if we understand that friends change.
I believe-
That no matter how good a friend is, they're going to hurt you every once in a
while and, you must forgive them for that.
I believe-
That true friendship continues to grow, even over the longest distance.
Same goes for true love.
I believe-
That you can do something in an instant that will give you heartache for life.
I believe-
That it's taking me a long time to become the person I want to be.
I believe-
That you should always leave loved ones with loving words. It may be the last time you see them
I believe-
That you can keep going long after you can't.
I believe-
That we are responsible for what we do, no matter how we feel.
I believe-
That either you control your attitude or it controls you.
I believe-
That heroes are the people who do what has to be done when it needs to be done,
regardless of the consequences.
I believe-
That money is a lousy way of keeping score.
I believe-
That my best friend and I can do anything or nothing and have the best time!
I believe-
That sometimes the people you expect to kick you when you're down will be the ones to help you get back up.
I believe-
That sometimes when I'm angry I have the right to be angry, but that doesn't give me the right to be cruel.
I believe-
That just because someone doesn't love you the way you want them to doesn't mean they don't love you with all they have.
I believe-
That maturity has more to do with what types of experiences you've had and what you've
learned from them and less to do with how many birthdays you've celebrated.
I believe-
That it isn't always enough to be forgiven by others.
Sometimes you have to learn to forgive yourself.
I believe-
That no matter how bad your heart is broken the world doesn't stop for your grief.
I believe-
That our background and circumstances may have influenced
who we are, but we are responsible for who we become.
I believe-
That just because two people argue, it doesn't mean they don't love each other, and just
because they don't argue, it doesn't mean they do.
I believe-
That you shouldn't be so eager to find out a secret. It could change your life forever.
I believe-
That two people can look at the exact same thing and see something totally different.
I believe-
That your life can be changed in a matter of hours by people who don't even know you.
I believe-
That even when you think you have no more to give, when a
friend cries out to you - you will find the strength to help.
I believe-
That credentials on the wall do not make you a decent human being.
I believe-
That the people you care about most in life are the essence of life.

### Story - Child’s Definition of Love

A group of professional people posed this question to a group of 4 to 8 year-olds, "What does love mean?" The answers they got were broader and deeper than anyone could have imagined.

"When my grandmother got arthritis, she couldn't bend over and paint her toenails anymore. So my grandfather does it for her all the time, even when his hands got arthritis too. That's love." Rebecca - age 8

When someone loves you, the way they say your name is different. You know that your name is safe in their mouth." Billy - age 4

"Love is when a girl puts on perfume and a boy puts on shaving cologne and they go out and smell each other." Karl - age 5

"Love is when you go out to eat and give somebody most of your French fries without making them give you any of theirs." Chrissy - age 6

"Love is what makes you smile when you're tired." Terri - age 4

Love is when my mommy makes coffee for my daddy and she takes a sip before giving it to him, to make sure the taste is OK." Danny - age 7

"Love is when you kiss all the time. Then when you get tired of kissing, you still want to be together and you talk more. My Mommy and Daddy are like that. They look gross when they kiss" Emily - age 8

"Love is what's in the room with you at Christmas if you stop opening presents and listen," Bobby - age 7 (Wow!)

"If you want to learn to love better, you should start with a friend who you hate," Nikka - age 6

"There are two kinds of love. Our love. God's love. But God makes both kinds of them." Jenny - age 8

"Love is when you tell a guy you like his shirt, then he wears it every day." Noelle - age 7

"Love is like a little old woman and a little old man who are still friends even after they know each other so well." Tommy - age 6

"During my piano recital, I was on a stage and I was scared. I looked at all the people watching me and saw my daddy waving and smiling. He was the only one doing that. I wasn't scared anymore," Cindy - age 8

"My mommy loves me more than anybody. You don't see anyone else kissing me to sleep at night." Clare - age 6

"Love is when Mommy gives Daddy the best piece of chicken." Elaine -age 5

"Love is when your puppy licks your face even after you left him alone all day." Mary Ann - age 4

"I know my older sister loves me because she gives me all her old clothes and has to go out and buy new ones." Lauren - age 4

"When you love somebody, your eyelashes go up and down and little stars come out of you." Karen - age 7

"You really shouldn't say 'I love you' unless you mean it. But if you mean it, you should say it a lot. People forget," Jessica - age 8

The winner was a four year old child whose next door neighbor was an elderly gentleman who had recently lost his wife. Upon seeing the man cry, the little boy went into the old gentleman's yard, climbed onto his lap, and just sat there. When his Mother asked him what he had said to the neighbor, the little boy said, "Nothing, I just helped him cry."

### Story - What He Valued Most

A young man learns what's most important in life from the guy next door.
It had been some time since Jack had seen the old man. College, girls,
career, and life itself got in the way. In fact, Jack moved clear across
the country in pursuit of his dreams. There, in the rush of his busy
life, Jack had little time to think about the past and often no time to
spend with his wife and son. He was working on his future, and nothing
could stop him.

Over the phone, his mother told him, "Mr. Belser died last night. The
funeral is Wednesday." Memories flashed through his mind like an old
newsreel as he sat quietly remembering his childhood days.

"Jack, did you hear me?"
"Oh, sorry, Mom. Yes, I heard you. It's been so long since I thought of
him. I'm sorry, but I honestly thought he died years ago," Jack said.

"Well, he didn't forget you. Every time I saw him he'd ask how you were
doing. He'd reminisce about the many days you spent over 'his side of
the fence' as he put it," Mom told him.

"I loved that old house he lived in," Jack said.
"You know, Jack, after your father died, Mr. Belser stepped in to make
sure you had a man's influence in your life," she said.

"He's the one who taught me carpentry," he said. "I wouldn't be in this
business if it weren't for him. He spent a lot of time teaching me
things he thought were important...Mom, I'll be there for the funeral,"
Jack said.

As busy as he was, he kept his word. Jack caught the next flight to his
hometown. Mr. Belser's funeral was small and uneventful. He had no
children of his own, and most of his relatives had passed away.

The night before he had to return home, Jack and his Mom stopped by to
see the old house next door one more time.

Standing in the doorway, Jack paused for a moment. It was like crossing
over into another dimension, a leap through space and time. The house
was exactly as he remembered. Every step held memories. Every picture
every piece of furniture....Jack stopped suddenly.

"What's wrong, Jack?" his Mom asked.
"The box is gone," he said.
"What box? “Mom asked.
"There was a small gold box that he kept locked on top of his desk. I
must have asked him a thousand times what was inside. All he'd ever tell
me was 'the thing I value most,'" Jack said.

It was gone. Everything about the house was exactly how Jack remembered
it, except for the box. He figured someone from the Belser family had
taken it.

"Now I'll never know what was so valuable to him," Jack said. "I better
get some sleep. I have an early flight home, Mom."

It had been about two weeks since Mr. Belser died. Returning home from
work one day Jack discovered a note in his mailbox. "Signature required
on a package. No one at home. Please stop by the main post office within
the next three days," the note read.

Early the next day Jack retrieved the package. The small box was old and
looked like it had been mailed a hundred years ago. The handwriting was
difficult to read, but the return address caught his attention.

"Mr. Harold Belser" it read. Jack took the box out to his car and ripped

open the package. There inside was the gold box and an envelope. Jack's
hand shook as he read the note inside.

"Upon my death, please forward this box and its contents to Jack
Bennett. It's the thing I valued most in my life." A small key was taped
to the letter. His heart racing, as tears filling his eyes, Jack
carefully unlocked the box. There inside he found a beautiful gold
pocket watch. Running his fingers slowly over the finely etched casing,
he unlatched the cover.

Inside he found these words engraved: "Jack Thanks for your time!
Harold Belser." "The thing he valued most...was...my time."

Jack held the watch for a few minutes, then called his office and
cleared his appointments for the next two days. "Why?" Janet, his
assistant asked.

"I need some time to spend with my son," he said.

"Oh, by the way, Janet...thanks for your time!

### Saying - I’ve learned that …

I've learned that you cannot make someone love you. All you can do is be someone who can be loved. The rest is up to them.

I've learned that no matter how much I care, some people just don't care back

I've learned that it takes years to build up trust, and only seconds to destroy it.

I've learned that it's not what you have in your life, but who you have in your life that counts.

I've learned that you can get by on charm for about 15 minutes. After that, you'd better know something.
I've learned that you shouldn't compare yourself to the best others can do, but to the best you can do.
I've learned that it's not what happens to people that's important. It's what they do about it.
I've learned that no matter how thin you slice it, there are always two sides.
I've learned that it's taking me a long time to become the person I want to be.
I've learned that it's a lot easier to react than it is to think.
I've learned that you can keep going long after you think you can't.
I've learned that we are responsible for what we do, no matter how we feel.
I've learned that heroes are the people who do what has to be done when it needs to be done, regardless of the consequences.
I've learned that learning to forgive takes practice.
I've learned that there are people who love you dearly, but just don't know how to show it.
I've learned that my best friend and I can do anything or nothing and have the best time.
I've learned that sometimes the people you expect to kick you when you're down will be the ones to help you get back up.
I've learned that sometimes when I'm angry I have the right to be angry, but that doesn't give me the right to be cruel.
I've learned that just because someone doesn't love you the way you want them to doesn't mean they don't love you with all they have.
I've learned that maturity has more to do with what types of experiences you've had and what you've learned from them and less to do with how many birthdays you've celebrated.
I've learned that you should never tell a child they dreams are unlikely or outlandish. Few things are more humiliating, and what a tragedy it would be if they believed it.
I've learned that your family won't always be there for you. It may seem funny, but people you aren't related to can take care of you and love you and teach you to trust people again. Families aren't biological.
I've learned that no matter how good a friend someone is, they're going to hurt you every once in a while and you must forgive them for that.
I've learned that it isn't always enough to be forgiven by others. Sometimes you have to learn to forgive yourself.
I've learned that no matter how bad your heart is broken the world doesn't stop for your grief.
I've learned that our background and circumstances may have influenced who we are, but we are responsible for who we become.
I've learned that sometimes when my friends fight, I'm forced to choose sides even when I don't want to.
I've learned that just because two people argue, it doesn't mean they don't love each other. And just because they don't argue, it doesn't mean they do.
I've learned that sometimes you have to put the individual ahead of their actions.
I've learned that we don't have to change friends if we understand that friends change.
I've learned that if you don't want to forget something, stick it in your underwear drawer.
I've learned that the clothes I like best are the ones with the most holes in them.
I've learned that two people can look at the exact same thing and see something totally different.
I've learned that there are many ways of falling and staying in love.
I've learned that no matter the consequences, those who are honest with themselves get farther in life.

I've learned that many things can be powered by the mind, the trick is self-control.
I've learned that no matter how many friends you have, if you are their pillar, you will feel lonely and lost at the times you need them most.
I've learned that even when you think you have no more to give, when a friend cries out to you, you will find the strength to help.
I've learned that writing, as well as talking, can ease emotional pains.
I've learned that the paradigm we live in is not all that is offered to us.
I've learned that credentials on the wall do not make you a decent human being.
I've learned that the people you care most about in life are taken from you too soon.
I've learned that although the word "love" can have many different meaning, it loses value when overly used.
I've learned that it's hard to determine where to draw the line between being nice and not hurting people's feelings and standing up for what you believe.

### Story - Shay: God’s Plan

At a fund-raising dinner for a school that serves learning-disabled children, the father of one of the school's students delivered a speech that would never be forgotten by all who attended. After extolling the school and its dedicated staff, he offered a question.

"Everything God does is done with perfection. Yet, my son, Shay, cannot learn things as other children do. He cannot understand things as other children do. Where is God's plan reflected in my son?" The audience was stilled by the query. The father continued. "I believe," the father answered, "that when God brings a childlike Shay into the world, an opportunity to realize the Divine Plan presents itself. And it comes in the way people treat that child."

Then, he told the following story:

Shay and his father had walked past a park where some boys Shay knew were playing baseball. Shay asked, "Do you think they will let me play?" Shay's father knew that most boys would not want him on their team. But the father understood that if his son were allowed to play it would give him a much-needed sense of belonging. Shay's father approached one of the boys on the field and asked if Shay could play. The boy looked around for guidance from his teammates. Getting none, he took matters into his own hands and said, "We are losing by six runs, and the game is in the eighth inning. I guess he can be on our team and I'll try to put him up to bat in the ninth inning." In the bottom of the eighth inning, Shay's team scored a few runs but was still behind by three. At the top of the ninth inning, Shay put on a glove and played in the outfield. Although no hits came his way, he was obviously ecstatic just to be on the field, grinning from ear to ear as his father waved to him from the stands. In the bottom of the ninth inning, Shay's team scored again. Now, with two outs and bases loaded, the potential winning run was on base. Shay was scheduled to be the next at-bat. Would the team actually let Shay bat at this juncture and give away their chance to win the game? Surprisingly, Shay was given the bat. Everyone knew that this was all but impossible because Shay didn't even know how to hold the bat properly, much less connect with the ball. However, as Shay stepped up to the plate, the pitcher moved a few steps to lob the ball in softly so Shay could at least be able to make contact. The first pitch came and Shay swung clumsily and missed. The pitcher again took a few steps forward to toss the ball softly toward Shay. As the pitch came in, Shay swung at the ball and hit a slow ground ball to the pitcher. The pitcher picked up the soft grounder and could easily have thrown the ball to the first baseman. Shay would have been out and that would have ended the game. Instead, the pitcher took the ball and threw it on a high arc to right field, far beyond reach of the first baseman. Everyone started yelling, "Shay, run to first. Run to first." Never in his life had Shay ever made it to first base. He scampered down the baseline, wide-eyed and startled. Everyone yelled "Run to second, run to second!" By the time Shay was rounding first base, the right fielder had the ball. He could have thrown the ball to the second baseman for a tag. But the right fielder understood what the pitcher's intentions had been, so he threw the ball high and far over the third baseman's head. Shay ran towards second base as the runners ahead of him deliriously circled the bases towards home. As Shay reached second base, the opposing shortstop ran to him, turned him in the direction of third base, and shouted, "Run to third!" As Shay rounded third, the boys from both teams were screaming, "Shay! Run home." Shay ran home, stepped on home plate and was cheered as the hero, for hitting a "grand slam" and winning the game for his team. "That day," said the father softly with tears now rolling down his face," the boys from both teams helped bring a piece of the Divine Plan into this world."

### Story - The Wolves Within

An old Grandfather, whose grandson came to him with anger at a schoolmate who had done him an injustice, said, "Let me tell you a story. I too, at times, have felt a great hate for those that have taken so much, with no sorrow for what they do. But hate wears you down, and does not hurt your enemy. It is like taking poison. I have struggled with these feelings many times."

He continued,

"It is as if there are two wolves inside me; one is good and does no harm. He lives in harmony with all around him and does not take offense when no offense was intended. He will only fight when it is right to do so, and in the right way."

"But the other wolf, ah! He is full of anger. The littlest thing will set him into a fit of temper. He fights everyone, all the time, for no reason. He cannot think because his anger and hate are so great. “

It is hard to live with these two wolves inside me, for both of them try to dominate my spirit.

The boy looked intently into his Grandfather's eye and asked, "Which one wins, Grandfather?"

The Grandfather solemnly said, **"The one I feed."**

### Story - The Teacher

Jean Thompson stood in front of her fifth-grade class on the very first day of school in the fall and told the children a lie. Like most teachers, she looked at her pupils and said that she loved them all the same, that she would treat them all alike. And that was impossible because there in front of her, slumped in his seat on the third row, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed he didn't play well with the other children, that his clothes were unkempt and that he constantly needed a bath. And Teddy was unpleasant.

It got to the point during the first few months that she would actually take delight in marking his papers with a broad red pen, making bold X's and then marking the F at the top of the paper biggest of all. Because Teddy was a sullen little boy, no one else seemed to enjoy him, either.

At the school where Mrs. Thompson taught, she was required to review each child's records and put Teddy's off until last. When she opened his file, she was in for a surprise. His first-grade teacher wrote, "Teddy is a bright, inquisitive child with a ready laugh." "He does his work neatly and has good manners...he is a joy to be around."

His second-grade teacher wrote, "Teddy is an excellent student well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third-grade teacher wrote, "Teddy continues to work hard but his mother's death has been hard on him. He tries to do his best but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken."

Teddy's fourth-grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class. He is tardy and could become a problem."

By now Mrs. Thompson realized the problem, but Christmas was coming fast. It was all she could do, with the school play and all, until the day before the holidays began and she was suddenly forced to focus on Teddy Stoddard.

Her children brought her presents, all in beautiful ribbon and bright paper, except for Teddy's, which was clumsily wrapped in the heavy, brown paper of a scissor grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents.

Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of cologne. She stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume behind the other wrist. Teddy Stoddard stayed behind just long enough to say, "Mrs. Thompson, today you smelled just like my mom used to."

After the children left she cried for at least an hour. On that very day, she quit teaching reading, writing, and speaking. Instead, she began to teach children. Jean Thompson paid particular attention to one they all called "Teddy."

As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. On days where there would be an important test, Mrs. Thompson would remember that cologne. By the end of the year he had become one of the smartest children in the class and, well, he had also become the "pet" of the teacher who had once vowed to love all of her children exactly the same.

A year later she found a note under her door, from Teddy, telling her that of all the teachers he'd had in elementary school, she was his favorite. Six years went by before she got another note from Teddy.

He then wrote that he had finished high school, third in his class, and she was still his favorite teacher of all time.

Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would graduate from college with the highest of honors. He assured Mrs. Thompson she was still his favorite teacher.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still his favorite teacher, but that now his name was a little longer. The letter was signed, Theodore F. Stoddard, M.D.

You see, there was yet another letter that spring. Teddy said he'd met this girl and was to be married. He explained that his father had died a couple of years ago and he was wondering...well, if Mrs. Thompson might agree to sit in the pew usually reserved for the mother of the groom. And guess what, she wore that bracelet, the one with several rhinestones missing. And on that special day, Jean Thompson smelled just like...well, just like the way Teddy remembered his mother smelling on their last Christmas together.

### Story - The Father’s Eyes

**The Father's Eyes**

Bob Richards, the former pole-vault champion, shares a moving story about a skinny young boy who loved football with all his heart. Practice after practice, he eagerly gave everything he had. But being half the size of the other boys, he got absolutely nowhere. At all the games, this hopeful athlete sat on the bench and hardly ever played.

This teenager lived alone with his father, and the two of them had a very special relationship. Even though the son was always on the bench, his father was always in the stands cheering. He never missed a game.

This young man was still the smallest of the class when he entered high school. But his father continued to encourage him but also made it very clear that he did not have to play football if he didn't want to.

But the young man loved football and decided to hang in there He was determined to try his best at every practice, and perhaps he'd get to play when he became a senior. All through high school he never missed a practice or a game but remained a bench-warmer all four years.

His faithful father was always in the stands, always with words of encouragement for him.

When the young man went to college, he decided to try out for the football team as a "walk-on." Everyone was sure he could never make the cut, but he did. The coach admitted that he kept him on the roster because he always puts his heart and soul to every practice, and at the same time, provided the other members with the spirit and hustle they badly needed.

The news that he had survived the cut thrilled him so much that he rushed to the nearest phone and called his father. His father shared his excitement and was sent season tickets for all the college games.

This persistent young athlete never missed practice during his four years at college, but he never got to play in a game. It was the end of his senior football season, and as he trotted onto the practice field shortly before the big playoff game, the coach met him with a telegram.

The young man read the telegram and he became deathly silent. Swallowing hard, he mumbled to the coach, "My father died this morning. Is it all right if I miss practice today?" The coach put his arm gently around his shoulder and said, "Take the rest of the week off, son. And don't even plan to come back to the game on Saturday."

Saturday arrived, and the game was not going well. In the third quarter, when the team was ten points behind, a silent young man quietly slipped into the empty locker room and put on his football gear. As he ran onto the sidelines, the coach and his players were astounded to see their faithful teammate back so soon. "Coach, please let me play. I've just got to play today," said the young man. The coach pretended not to hear him. There was no way he wanted his worst player in this close playoff game. But the young man persisted, and finally feeling sorry for the kid, the coach gave in. "All right," he said. "You can go in."

Before long, the coach, the players and everyone in the stands could not believe their eyes. This little unknown, who had never played before was doing everything right. The opposing team could not stop him. He ran, he passed, blocked, and tackled like a star. His team began to triumph. The score was soon tied. In the closing seconds of the game, this kid intercepted a pass and ran all the way for the winning touchdown.

The fans broke loose. His teammates hoisted him onto their shoulders. Such cheering you never heard. Finally, after the stands had emptied and the team had showered and left the locker room, the coach noticed that this young man was sitting quietly in the corner all alone the coach came to him and said, “Kid, I can't believe it. You were fantastic! Tell me what got into you? How did you do it?"

He looked at the coach, with tears in his eyes, and said, "Well, you knew my dad died, but did you know that my dad was blind?" The young man swallowed hard and forced a smile, "Dad came to all my games, but today was the first time he could see me play, and I wanted to show him I could do it!"

### Story - The Park Bench

The park bench was deserted as I sat down to read beneath the long, straggly branches of an old willow tree. Disillusioned by life with good reason to frown, for the world was intent on dragging me down.

And if that weren't enough to ruin my day, a young boy out of breath approached me, all tired from play.

He stood right before me with his head tilted down and said with great excitement, "Look what I found!"

In his hand was a flower, and what a pitiful sight, with its petals all worn, not enough rain, or to little light. Wanting him to take his dead flower and go off to play, I faked a small smile and then shifted away. But instead of retreating he sat next to my side and placed the flower to his nose and declared with overacted surprise, "It sure smells pretty and it's beautiful, too. That's why I picked it; here it's for you."

The weed before me was dying or dead. Not vibrant of colors, orange, yellow or red. But I knew I must take it, or he might never leave. So I reached for the flower, and replied, "Just what I need." But instead of him placing the flower in my hand, he held it mid-air without reason or plan. It was then that I noticed for the very first time that weed-toting boy could not see: he was blind.

I heard my voice quiver, tears shone like the sun as I thanked him for picking the very best one. You're welcome, he smiled, and then ran off to play, and unaware of the impact he'd had on my day. I sat there and wondered how he managed to see a self-pitying woman beneath an old willow tree. How did he know of my self-indulged plight?

Perhaps from his heart, he'd been blessed with true sight. Through the eyes of a blind child, at last I could see the problem was not with the world; the problem was me. And for all of those times I myself had been blind, I vowed to see the beauty in life, and appreciate every second that's mine. And then I held that wilted flower up to my nose and breathed in the fragrance of a beautiful rose. And smiled as I watched that young boy, another weed in his hand about to change the life of an unsuspecting old man.

### Story - Ice Cream

Last week I took my children to a restaurant. My six-year-old son asked if he could say grace.
 As we bowed our heads he said, "God is good. God is great. Thank you for the food, and I would even thank you more if Mom gets us ice cream for dessert. And Liberty and justice for all!
 Amen!"
 Along with the laughter from the other customers nearby I heard a woman remark, “That's what's wrong with this country. Kids today don't even know how to pray. Asking God for ice-cream! Why, I never!"
 Hearing this, my son burst into tears and asked me, “Did I do it wrong? Is God mad at me?"
 As I held him and assured him that he had done a terrific job and God was certainly not mad at him, an elderly gentleman approached the table. He winked at my son and said,
 "I happen to know that God thought that was a great prayer."
 "Really?" my son asked.
 "Cross my heart," the man replied.
 Then in a whisper he added (indicating the woman whose remark had started this whole thing), "Too bad she never asks God for ice cream. A little ice cream is good for the soul sometimes."

 Naturally, I bought my kids ice cream at the end of the meal. My son stared at his for a moment
 and then did something I will remember the rest of my life. He picked up his sundae and without a word, walked over and placed it in front of the woman. With a big smile he told her,
 "Here, this is for you. Ice cream is good for the soul sometimes; and my soul is good already."

### Story - Never Judge a book by its Cover

A lady in a faded gingham dress and her husband, dressed in a homespun threadbare suit, stepped off the train in Boston, and walked timidly without an appointment into the president's outer office. The secretary could tell in a moment that such backwoods, country hicks had no business at Harvard and probably didn't even deserve to be in Cambridge. She frowned.

"We want to see the president," the man said softly.

"He'll be busy all day," the secretary snapped.

"We'll wait," the lady replied.

For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away. They didn't. And the secretary grew frustrated and finally decided to disturb the president, even though it was a chore she always regretted to do. "Maybe if they just see you for a few minutes, they'll leave," she told him. And he sighed in exasperation and nodded. Someone of his importance obviously didn't have the time to spend with them, but he detested gingham dresses and homespun suits cluttering up his outer office. The president, stern-faced with dignity, strutted toward the couple.

The lady told him, "We had a son that attended Harvard for one year. He loved Harvard. He was happy here. But about a year ago, he was accidentally killed. And my husband and I would like to erect a memorial to him, somewhere on campus". The president wasn't touched he was shocked.

"Madam," he said gruffly, "we can't put up a statue for every person who attended Harvard and died. If we did, this place would look like a cemetery."

"Oh, no," the lady explained quickly, "we don't want to erect a statue. We thought we would like to give a building to Harvard.

The president rolled his eyes. He glanced at the gingham dress and
homespun suit, and then exclaimed, "A building! Do you have any earthly idea how much a building costs? We have over seven and a half million dollars in the physical plant at Harvard." For a moment the lady was silent.

The president was pleased. He could get rid of them now.

The lady turned to her husband and said quietly, "Is that all it costs to start a University? Why don't we just start our own?" Her husband nodded. The president's face wilted in confusion and bewilderment.

Mr. and Mrs. Leland Stanford walked away, traveling to Palo Alto, California where they established the University that bears their name, a memorial to a son that Harvard no longer cared about!

### Story - Obstacles

The Obstacle in Our Path In ancient times, a king had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything about getting the big stone out of the way. Then a peasant came along carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand. Every obstacle presents an opportunity to improve one's condition.

### Story - Puppies for Sale

A store owner was tacking a sign above his door that read "Puppies for Sale."
Signs like that have a way of attracting small children, and sure enough, a little boy appeared under the store owner's sign. "How much are you going to sell the puppies for?" he asked.
The store owner replied, "Anywhere from $30 to $50."
The little boy reached in his pocket and pulled out some change. "I have $2.37," he said. "Can I please look at them?"
The store owner smiled and whistled and out of the kennel came Lady, who ran down the aisle of his store followed by five teeny, tiny balls of fur.
One puppy was lagging considerably behind. Immediately the little boy singled out the lagging, limping puppy and said, "What's wrong with that little dog?"
The store owner explained that the veterinarian had examined the little puppy and had discovered it didn't have a hip socket. It would always limp. It would always be lame.
The little boy became excited. "That is the puppy that I want to buy."
The store owner said, "No, you don't want to buy that little dog. If you really want him, I'll just give him to you."
The little boy got quite upset. He looked straight into the store owner's eyes, pointing his finger, and said, "I don't want you to give him to me. That little dog is worth every bit as much as all the other dogs and I'll pay full price. In fact, I'll give you $2.37 now, and 50 cents a month until I have him paid for."
The store owner countered, "You really don't want to buy this little dog. He is never going to be able to run and jump and play with you like the other puppies."
To his surprise, the little boy reached down and rolled up his pant leg to reveal a badly twisted, crippled left leg supported by a big metal brace. He looked up at the store owner and softly replied, "Well, I don't run so well myself, and the little puppy will need someone who understands!"
We ALL need someone who understands!

### Story - Special Olympics

A few years ago at the Seattle Special Olympics, nine contestants, all physically or mentally disabled, assembled at the starting line for the 100-yard dash. At the gun, they all started out, not exactly in a dash, but with a relish to run the race to the finish and win.

All, that is, except one boy who stumbled on the asphalt, tumbled over a couple of times and began to cry. The other eight heard the boy cry. They slowed down and looked back. They all turned around and went back. Every one of them.

One girl with Down's syndrome bent down and kissed him and said, "This will make it better."

All nine linked arms and walked across the finish line together.

Everyone in the stadium stood, and the cheering went on for several minutes. People who were there are still telling the story. Why? Because deep down we know this one thing:

What matters in this life is more than winning for ourselves.

What truly matters in this life is helping others win, even if it means slowing down and changing our course.

### Story - Joe Helps

He was driving home one evening, on a two-lane country road. Work in
this small Midwestern community, was almost as slow as his beat-up
Pontiac. But he never quit looking. Ever since the factory closed, he'd
been unemployed, and with winter raging on, the chill had finally hit home.
It was a lonely road. Not very many people had a reason to be on it
unless they were leaving. Most of his friends had already left. They
had families to feed and dreams to fulfill. But he stayed on. After all,
this was where he buried his mother and father. He was born here, he knew
the country. He could go down this road blind, and tell you what was on
either side, and with his headlights not working, that came in handy.
It was starting to get dark and light snow flurries were coming down.
He'd better get a move on. You know, he almost did not see the old
lady, stranded on the side of the road. But even in the dim light of day,
he could see she needed help. So he pulled up in front of her Mercedes
and got out. His Pontiac was still sputtering when he approached her.
Even with the smile on his face, she was worried. No one had stopped
to help for the last hour or so. Was he going to hurt her? He didn't
look safe, he looked poor and hungry. He could see that she was frightened,
standing out there in the cold. He knew how she felt. It was that
chill that only fear can put in you. He said, "I am here to help you
ma'am. Why don't you wait in the car where it's warm? By the way, my name
is Joe."

Well, all she had was a flat tire, but for an old lady that was bad
enough. Joe crawled under the car looking for a place to put the jack,
skinning his knuckles a time or two. Soon he was able to change the tire.
But he had to get dirty and his hands hurt. As he was tightening up the lug
nuts, she rolled down her window and began to talk to him. She told him
that she was from St. Louis and was only passing through. She could not
thank him enough for coming to her aid. Joe just smiled as he closed her
trunk.

She asked him how much she owed him. Any amount would have been all
right with her. She had already imagined all the awful things that
could have happened had he not stopped. Joe never thought twice about the
money. This was not a job to him. This was helping someone in need, and
God knows there were plenty who had given him a hand in the past. He had
lived his whole life that way, and it never occurred to him to act any other
way. He told her that if she really wanted to pay him back, the next time
she saw someone who needed help, she could give that person the assistance
they needed, and Joe added, "And think of me."

He waited until she started her car and drove off. It had been a cold
and depressing day, but he felt good as he headed for home, disappearing
into the twilight.

A few miles down the road the lady saw a small cafe. She went in to
grab a bite to eat, and take the chill off before she made the last leg
of her trip home. It was a dingy looking restaurant. Outside were two old
gas pumps. The whole scene was unfamiliar to her. The cash register was
like the telephone of an out of work actor-it did not ring much.
Her waitress came over and brought a clean towel to wipe her wet hair.
She had a sweet smile, one that even being on her feet for the whole day
could not erase. The lady noticed the waitress was nearly eight months
pregnant, but she never let the strain and aches change her attitude.
The old lady wondered how someone like her who had so little could be so
giving to a stranger. Then she remembered Joe. After the lady finished her meal and the waitress went to get her change from a hundred-dollar bill, the lady stepped right out the door.

She was gone by the time the waitress came back. She wondered where the
lady could be, and then she noticed something written on a napkin. There were
tears in her eyes, when she read what the lady wrote. It said, "You don't
owe me a thing. I have been there too. Someone once helped me out, the way
I am helping you. If you really want to pay me back, here's what you do.
Do not let the chain of love end with you."

Well, there were tables to clear, sugar bowls to fill and people to
serve, but the waitress made it through another day. That night when
she got home from work and climbed into bed, she was thinking about the
money and what the lady had written. How could she have known how much she
and her husband needed it? With the baby due next month, it was going to be
hard. She knew how worried her husband was, and as he lay sleeping next to
her, she gave him a soft kiss and whispered low, "Everything's going to be
all right. I love you, Joe."

### Story - The Burning Hut

The only survivor of a shipwreck washed up on a small, uninhabited island. He prayed feverishly for God to rescue him, and every day he scanned the horizon for help, but none seemed forthcoming. Exhausted, he eventually managed to build a little hut out of driftwood to protect him from the elements, and to store his few possessions. But then one day, after scavenging for food, he arrived home to find his little hut in flames, the smoke rolling up to the sky. The worst had happened; everything was lost. He was stung with grief and anger. "God, how could you do this to me!" he cried.

Early the next day, however, he was awakened by the sound of a ship that was approaching the island. It had come to rescue him. "How did you know I was here?" asked the weary man of his rescuers. "We saw your smoke signal," they replied.

### Story - A Bouquet for Mother

A man stopped at a flower shop to order some flowers to be wired to his mother who lived two hundred miles away.

As he got out of his car he noticed a young girl sitting on the curb sobbing.

He asked her what was wrong and she replied, “I wanted to buy a red rose for my mother. But I only have seventy-five cents, and a rose costs two dollars.”

The man smiled and said, “Come on in with me. I’ll buy you a rose.”

He bought the little girl her rose and ordered his own mother’s flowers.

As they were leaving he offered the girl a ride home. She said, “Yes, please! You can take me to my mother.”

She directed him to a cemetery, where she placed the rose on a freshly dug grave.

The man returned to the flower shop, canceled the wire order, picked up a bouquet and drove the two hundred miles to his mother’s house.

### Story - Bopsy

A True Story

The 26-year-old mother stared down at her son who was dying of terminal leukemia. Although her heart was filled with sadness, she also had a strong feeling of determination. Like any parent she wanted her son to grow up and fulfill all his dreams. Now that was no longer possible. The leukemia would see to that. But she still wanted her son's dreams to come true.

She took her son's hand and asked, "Bopsy, did you ever think about what you wanted to be when you grew up? Did you ever dream and wish about what you would do with your life?"

"Mommy, I always wanted to be a fireman when I grew up."

Mom smiled back and said, "Let's see if we can make your wish come true." Later that day she went to her local fire department in Phoenix, Arizona, where she met Fireman Bob, who had a heart as big as Phoenix. She explained her son's final wish and asked if it might be possible to give her six-year-old son a ride around the block on a fire engine.

Fireman Bob said, "Look, we can do better than that. If you'll have your son ready at seven o'clock Wednesday morning, we'll make him an honorary fireman for the whole day. He can come down to the fire station, eat with us, go out on all the fire calls, the whole nine yards! And, if you'll give us his sizes, we'll get a real fire uniform made for him, with a real fire hat - not a toy one - with the emblem of the Phoenix fire Department on it, a yellow slicker like we wear and rubber boots. They're all manufactured right here in Phoenix, so we can get them fast."

Three days later Fireman Bob picked up Bopsy, dressed him in his fire uniform and escorted him from his hospital bed to the waiting hook and ladder truck. Bopsy got to sit up on the back of the truck and help steer it back to the fire station. He was in heaven.

There were three fire calls in Phoenix that day and Bopsy got to go out on all three calls. He rode in the different fire engines, the paramedics' van and even the fire chief's car. He was also videotaped for the local news program.

Having his dream come true, with all the love and attention that was lavished upon him, so deeply touched Bopsy that he lived three months longer than any doctor thought possible.

One night all of his vital signs began to drop dramatically and the head nurse, who believed in the Hospice concept that no one should die alone, began to call the family members to the hospital. Then she remembered the day Bopsy had spent as a fireman, so she called the fire chief and asked if it would be possible to send a fireman in uniform to the hospital to be with Bopsy as he made his transition. The chief replied, "We can do better than that. We'll be there in five minutes. Will you please do me a favor? When you hear the sirens screaming and see the lights flashing, will you announce over the PA system that there is not a fire? It's just the fire department coming to see one of its finest members one more time. And will you open the window to his room? Thanks."

About five minutes later, a hook and ladder truck arrived at the hospital, extended its ladder up to Bopsy's third floor open window and 14 firemen and two firewomen climbed up the ladder into Bopsy's room. With his mother's permission, they hugged him and held him and told him how much they loved him.

With his dying breath, Bopsy looked up at the fire chief and said, "Chief, am I really a fireman now?"

"Bopsy, you are," the chief said.

With those words, Bopsy smiled and closed his eyes for the last time.

### Story - Tina

A True Story

She was seventeen years old and always wore a bright smile.  This may not seem that unusual except that Tina suffered from cerebral palsy, a condition that left her muscles stiff and, for the most part, unmanageable.  Because she had trouble speaking, it was this bright smile that reflected her true personality - a great kid.  She used a walker most of the time to navigate through the crowded school hallways.  A lot of times people didn’t speak to her.  Why?  Who knows?  Maybe it was because she looked different and the rest of the students didn’t know how to approach her.  Tina usually broke the ice with people she met in the halls (especially boys) with a big “Hi.”

The assignment was to memorize three stanzas of the poem “Don’t Quit.”  I only made the assignment worth ten points since I figured most of my students wouldn’t do it anyway.  When I was in school and a teacher assigned a ten-point homework assignment, I would probably have blown it off myself.  So I wasn’t expecting much from today’s teenagers either.  Tina was in the class, and I noticed a look on her face that was different from the normal bright smile.  The look was one of worry.  *Don’t worry, Tina,* I thought to myself, *it’s only ten points.*

The day the assignment came due arrived and as I went through my roster my expectations were met, as one by one each student failed to recite the poem.  “Sorry, Mr. Krause,” was the standard reply.  “It’s only worth ten points anyway . . . right?”  Finally, in frustration and half kidding, I proclaimed that the next person who didn’t recite the poem perfectly had to drop on the floor and give me ten push-ups.  This was a leftover discipline technique from my days as a physical education teacher.  To my surprise, Tina was next.  Tina used her walker to move to the front of the class and, straining to form the words, began to try to recite the poem.  She made it to the end of the first stanza when she made a mistake.  Before I could say a word, she threw her walker to the side, fell to the floor and started doing push-ups.  I was horrified and wanted to say, “Tina, I was just kidding!”  But she crawled back up in her walker, stood in front of the class and continued the poem.  She finished all three stanzas perfectly, one of only a handful of students who did, as it turned out.

When she finished, a fellow student spoke up and asked, “Tina, why did you do that?  It’s only worth ten points!”

Tina took her time forming the words and said, “Because I want to be like you guys - normal.”

Silence fell on the whole room when another student exclaimed, “Tina, we’re not normal - we’re teenagers!  We get in trouble all the time.”

“I know,” Tina said as a big smile spread across her face.

Tina got her ten points that day.  She also got the love and respect of her classmates.  To her, that was worth a whole lot more than ten points.

### Personal & Staff Code of Conduct

1. STAFF WILL MAKE THE CHILDREN THEIR #1 PRIORITY IN ORDER TO BE A COUNSLOR YOU MUST BE AT LEAST 18 YEARS OLD WITH A MINAMUM OF FIVE YEARS EXPERANCE WORKING WITH KIDS. TO BE A COUNSELOR IN TRAINING (CIT) YOU MUST BE AT LEAST 16 YEARS OLD.

2. The safety of the children will always come first, second and third. The camp constantly continues to look for way to improve on the daily safety and security of the camp. Our goal is to follow those procedures, and to NEVER forget that the safety, security and wellbeing of all the children at camp come first. Remember, parents expect you to look after their children’s safety at all times. **(OM-17)**

3. In order to protect staff, volunteers, and program participants at no time during programs may staff person be alone with a single child where others cannot observe them. As staff supervises children, they should space themselves in a way that other staff can see them.

4. Staff shall never leave a child unsupervised. Since it is the policy of Camp4Kids to make sure that all children are supervised, the ratio of Counselor or CIT’s to child shall not exceed 5 to 1. **(HR-9-15)**

5. Restroom supervision: Staff will make sure suspicious or unknown individuals do not occupy the restroom before allowing children to use the facilities. Staff will stand in the doorway while children are using the restroom. This policy allows for privacy for the children and protection for the staff (not being alone with a child). If staff is assisting younger children, doors to the facility must remain open. No child regardless of age should ever enter a bathroom alone if on a field trip.

6. Staff should conduct or supervise private activities in pairs-- changing children’s clothing, putting on bathing suits and sunscreen. When this is not feasible, staff should be positioned so that they are visible to others.

7. Staff must be aware of all children in his/her group at all times. Groups will never be left unattended.

8. Staff will place themselves in a position to supervise every child in their group.

9. Staff will be personally involved with the children - play games with them, talk with them, etc. *Staff will be more than baby-sitters.*

10. Staff will be role models to the children.

11. Staff will maintain a positive relationship with the children, parents, and staff. Staff will go out of their ways to accommodate their needs.

12. Staff will be aware of the total group rather than ignoring a group for an individual child.

13. Staff will ensure that children cleanup activities before going to other activities.

14. Staff will read and make notes of any posted material relating to staff and attend all meetings and special events.

15. Staff will set appropriate and clearly defined limits to maintain a safe environment.

16. Staff will use flexibility and patience when working with children, and will make sure there is no bullying in their cabin.

17. Staff will assist children in the development of problem solving and group decision-making.

18. Staff will make the director aware of all injuries.

19. Staff will know emergency procedures, including basic first aid practices.

20. Staff will be prepared for a variety of activities (including arts and crafts, physical activities, quiet games, music and stories) for times when the program schedule changes.

21. Staff will continually educate the children in the safe use of property.

22. Staff will not violate a child’s personal rights. Staff should not abuse children including:

 - Physical abuses--strike, spank, shake, slap, etc.

 - Verbal abuses -- humiliate, degrade, threaten, etc.

 - Sexual abuse -- inappropriate touch or verbal exchange, etc.

 - Mental abuse -- shaming, withholding love, cruelty, etc.

 - Neglect -- withholding food, water, basic care, etc.

Any type of abuse will not be tolerated and may be cause for immediate dismissal and may be grounds for criminal actions.

23. Staff will use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison or criticism. Staff will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restrain is used **only** in pre-determined situations (necessary to protect the child or other children from harm), is only administered in a prescribed manner, and must be documented in writing.

24. Staff will not transport children in their own vehicles. The transportation coordinator must approve all staff that will transport participants in vehicles.

25. Staff will not date program participants under the age of 18 years of age, nor make contact with campers outside of camp without obtaining approval by the Director. Staff will also adhere to the Social Media Policy which prohibits contact with minors using the internet.

26. Under no circumstances should the staff release children to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian. (Written authorization is on file with Camp4Kids; if uncertain ask your Director.)

27. Staff will read and sign all policies related to identifying, documenting, and reporting child abuse and attend training on the subject, as instructed by a supervisor.

28. Staff should not be assigned to direct supervision of their own child.

29. Staff will be responsible for staying with their group in all programs.

30. Staff will recognize the individual need of each child.

31. Staff shall check their camper at night to make sure they are safe and in bed before leaving for their staff meeting. Staff will recheck they cabin for camper’s safety during the night and will make sure they are all in bed and secure before going to sleep. Remember fellowship is NOT mandatory so you can stay with your cabin every night if you feel it is in the best interest of the campers or yourself.

32. The Camp and Program Directing Staff will deal with all inappropriate staff behavior with campers, or with fellow staff, which may include, but is not limited to: immaturity, inexperience, stress, illness or fatigue, poor judgment, and lack of knowledge.

33. Camp4Kids staff is to work with the onsite staff at the adventure challenges courses to insure that each child is instructed and fit with the proper equipment based on program speciation (specifically the ropes course (both Low and High), and the Climbing Wall. Our staff is to be trained to ALWAYS be on the look for any unsafe conditions (check that gear is on properly and secured, helmets are in place and secured, and that the child is listening to the instruction for commands), to work with program personnel on behavior management as need, to have open and two way communications with everyone at the program, including being aware of any health-related issues that could be damaging to the child. Staff training encompasses a broad range of competencies including: judgment and decision-making, emergency procedures, technical skills, leadership and communication, which you must master before becoming a counselor.

34. Staff will follow the guidelines established during training which outline the appropriate behavior needed to perform the duties of a Counselor or CIT.

I have read the above, and I agree to abide by all its terms and conditions. I understand that any violations of the above stated Code of Conduct may mean that I will be immediate removed from camp, and in cases of reporting child abuse or other acts that may be consider illegal, can and or maybe turned over to the legal authority.

I understand that the safe and wellbeing of the campers will always come first.

Signature of Staff Member Signature of Camp Director

 Ronald J. Clear

Printed Name of Staff Member Printed Name of Camp Director

Dated: Dated:

Staff Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards and Procedures of Ethical Behavior

Relating to Campers

Camp is an experience that hundreds of children enjoy every year. The children placed in your care come from (sometimes) unknown and various backgrounds which you may be total unfamiliar with, they have experiences you may or may not know about; and some will bring problems that you do not have the experience or training to address properly. In spite of these disadvantages, you are in a position to be a source of strength and help to children placed in your care.

Reporting Child Abuse and Sexual Exploitation:

Child abuse is a subject that we hear and read about frequently. It is a term that encompasses mental, physical and sexual victimization of children. Most camp counselors are not trained to make judgments about whether or not a child has been a victim of any kind of abuse. It is important to know that there are government agencies that are required to examine reports of suspected abuse and to use their expertise in handling the cases.

If you suspect that a camper assigned to you is a victim of abuse, you must report this to the Camp Director or Camp Medic immediately. (See procedures). The laws of the State require us to report suspected child abuse to an appropriate child protective agency within 24 hours of notification that a child has been abused.

Detecting Sexual Exploitation:

Some forms of abuse may not leave obvious physical evidence. There are, however, behavioral signs that may indicate victimization. This is especially true of children who have been sexually molested. You should be alert to these signs of sexual abuse:

* Changes in behavior, extreme mood swings, withdrawal, fearfulness, and excessive crying.
* Nightmares, fear of going to bed, or other sleep disturbances, such as bed-wetting.
* Acting out inappropriate sexual activity or showing an unusual interest in sexual matters.
* A sudden acting out of feelings or aggressive or rebellious behavior.
* Regression to infantile behavior.
* A fear of certain places, people or activities, especially being alone with certain people. Children should never be forced to give affection to an adult or teenager. A desire to avoid this may indicate a problem or may indicate that parents have cautioned the child against such behavior.
* Pain, itching, bleeding, fluid or rawness in the private areas.

You should note that some of these behaviors might have other explanations. A camper who comes to camp is entering a strange environment and may experience homesickness or anxieties that can lead to behaviors similar to the signs of sexual molestation. Do not simply discount the behavior as homesickness, however. Immediately bring it to the attention of the Camp Director or Medic. You are in a position to be a comfort and aid to the campers placed in your care. Even if the child’s behavior is a result of homesickness, his or her camp experience will be much more enjoyable if the cause of the distress is addressed.

What to do:

At some point, your campers may tell you that someone has molested them. This may have occurred at home or at camp. If this happens, we want you to be prepared to help the child. Follow the guidelines below if a child indicates that he or she may have been the victim of abuse or exploitation:

DO remain calm. Try not to panic or overreact to the information disclosed by the child.

DO get just the facts. Try not to criticize the child or claim that the child misunderstood what happened.

DO respect the child’s privacy. Take the child to a place where other campers cannot overhear you. It is important that you discuss the child’s situation ONLY with the Camp Director and Nurse or with the Child Protective Services Agency. It should not become the topic of conversation in the staff lounge. Camp is a hard place to keep information confidential. Your campers should not have to pay the price of your indiscretion and become the subject of camp gossip.

DO encourage the camper to tell the Camp Director and Medic. Offer to be there with them. Make sure that the child feels that he or she is not to blame for what happened. Tell the child that no one should ask him or her to keep a special secret and that it is okay to talk with the appropriate adults about what happened.

Precautions against Accusations of Sexual Abuse or Exploitation:

Child abuse is a serious criminal offense. As a camp counselor with the responsibility of caring for children, you may be placed in sensitive situations, making you vulnerable to groundless charges of child molestation. If you take these simple precautions, however, you should not be afraid of groundless accusations:

Have other staff members present when supervising showers, changing into swimsuits or other circumstances in which a child may be dressing or undressing.

A staff member should not be alone with a camper in an area or location where they cannot be observed by other staff. If a staff member needs to talk to a camper alone, the staff member shall move the camper away from the group and stay in sight. If a camper wishes to lie down, the camper should be taken to the Camp Medic’s office for rest.

Respect the privacy of the child. Do not become intrusive or curious more than is necessary to monitor the health and safety of the child.

The child has the right to reject displays of affection if he or she feels uncomfortable about them. Not every child comes from a background in which affection is openly displayed. Respect the child’s wishes.

Protect your own privacy. There will be a natural curiosity about boyfriends and girlfriends, personal relationships and, with some of the older campers, sexual activity. You should use some common sense in discussing sensitive subjects with your campers, and you should not go into the details of your private life.

Sexual exploitation should not be confused with physical contacts that are true expressions of affection. A warm and healthy relationship can exist between the camper and the camp staff if staff members respect the child and place reasonable limits on their physical interaction.

Procedures for Reporting Suspected Abuse or Exploitation

**Step 1:** When there is a report of suspicion of child abuse, the staff to which it has been reported will immediately inform the Camp Director. The Camp Director will immediately attempt to confirm the facts and the condition of the camper.

NOTE: Every staff member has an absolute duty to report any suspicion. The child protective agency will determine the accuracy of the report.

**Step 2:** All Camp4Kids staff are to be sensitive to the need for confidentiality in the handling of information in this area and understand that all matters pertaining to verified or suspected abuse be discussed only with the Camp Director and the Medic.

**Step 3:** In the event the verified reported incident or suspicion involves a volunteer Camp4Kids Staff person, the Camp and Executive directors will, without exception, suspend the person from all activities and remove that staff member from camp.

**Step 4:** In the event the reported incident involves a Camp4Kids staff member, participant or any individual in a Camp4Kids or Camp Oakes program area, an incident report will be filled out and sent to the police within 24 hours. Record the name of the child protective service worker to whom the report is made, as well as the date and time the report was made. Record as much detail as known.

**Step 5**: Reinstatement of a staff person will occur only after all allegations have been cleared to the satisfaction of Camp4Kids Executive Director and the investigating agency.

I have read and understand these Standards of Ethical Behavior. I acknowledge my receipt of a copy of these Standards and have discussed the content with my Director(s).

Volunteer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If under the age of 18)

Camp Director Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Camp Volunteer Personnel Policies

**General equal employment opportunity policies**

Camp4Kid and the Volunteer Camp Program is an Equal opportunity employer, in accordance with applicable federal laws, provides equal opportunities to employees and applicants without regard to race, color, religion, sex, national origin, age, or mental or physical disability. Although you are volunteering and working for free, that does not effect your rights to equal opportunity in the camping work space.

“Equal opportunities” as defined include reasonable efforts to implement the policy through recruitment, selection, promotion, and layoff or termination in our camping program.

Benefits

**Time off**

I understand that if I am chosen to become a Counselor, my normal day will begin at 6:00 AM, and most likely end around 11:00PM. I further understand that I will be given at least 4 to 6 hours off for personal time every 24 hours. The Directors will do everything possible to allow you more time off if needed. Our goal is to provide enough time outs to you so you do not burn out. Curfew as set by the Directors are mandatory, and if not followed are grounds for termination.

**The performance evaluation process**

The Directing Staff will do performance evaluation throughout the week, which will include the following topics: Grievance, performance assessments, feelback review, peer analysis, and camp eveluation.

**Work rules and personal conduct, including sexual harassment policies**

The directors will assess acceptable/unacceptable conduct while on camp grounds, which will identify any conflict of interest or ethical concerns that should guide staff behavior.

“Work rules” include, but are not limited to, working hours with kids, dress codes, safety rules, regulations on use of any camp vehicles or equipment, and regulations on the possession and use of weapons, drugs, controlled substances, or alcohol while on the job.

The Staff Manaual address the issues of sexual harassment which discusses sexual harassment allegations, and steps to be taken to maintain confidentiality.

Volunteer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If under the age of 18)

Camp Director Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volunteer Camp Agreement

I hereby volunteer my services as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Camp4Kids at Camp Oakes from July \_\_, 201\_\_ to August \_\_, 201\_\_. It is understood that:

1. Camp will provide board, lodging and transportation during the camp period, and Camp4 Kids shall provide a minimum of 4 hours off each day. Camp4Kids is an equal employment opportunity employee in accordance with all applicable federal and state laws, without regards for race, color, religion, sex, national origin, age, disability or veteran status.

2. I will perform the services of this position as outlined by the Camp Director to the best of my ability and I will abide by the camp regulations and standards that are set by Camp4 Kids, which includes: camp rules and regulations as set forth in this manual, your training, and this agreement. I further agree to abide by: the dress codes, safety rules, and a zero tolerance regarding sexual harassment with staff or campers.

3. I will not engage in any conflicts with the permanent camp staff, but will bring my complaints to Camp4Kids Camp Director.

4. I will not bring nor use drugs or alcohol in camp.

5. I will not smoke except in designated areas. I understand that staff members under the age of 18 will not be permitted to smoke in Camp.

6. I will not bring firearms or any item which could be construed as a weapon of any natures to camp.

7. I understand and will abide by the camp Curfew of 12:00 a.m. or whatever time the Camp Director determines is best for the camp. I understand that the Director my change the time of Curfew at any time depending on the circumstances and that I will happily abide by it.

8. I will not physically touch, assault or harm any camper or staff member.

9. I understand that CIT’s must pay a camp fee, or whatever amount Camp4Kids and camp Oakes designates as payment.

10. Camp4Kids believes in close camper supervision ratios; therefore each Counselor/CIT shall be responsible for the supervisor of 1 staff member to every 5 campers. Furthermore, due to the sensitive of preventing a situation for child abuse, at least two staff members are required with camper groups, such as on overnights, in showers supervision, etc.

11. To be a Counselor for Camp4Kids you must be at least 18 years old. To be a CIT for Camp4Kids you must be at least 16 years old. In no case will you be allowed to supervisor camper that is within two year of your age. You MUST be at least two years older than the minor you are working with.

12. I agree to abide by Camp4Kids Social Media Policy as written. Any violation of this policy will be ground to terminate your relationship with Camp4Kids, and all its programs.

You agree to allow Camp4Kids to conduct a criminal background check on you at any time so long as you volunteer your services to Camp4Kids. Furthermore, you agree to provide Camp4Kids with three personal and professional references, which Camp4Kids may check.

Each staff member understands that the Camp Director or one of the Program Directors will conduct a personal interview. Areas, which will be addressed, include, but are not limited to, communication skills, expectation of your job as volunteer, your skill set, specific information about the camp programs and performance appraisal of past performance.

Violations of any of the above regulations or any of Camp4Kid policies and procedures shall result in a meeting between the Camp Director and the staff offender. It will be left up to the sole discretion of the Camp Director, whether or not to send that person home. In the case of suspected children abuse, the person shall be arrested and send to jail without exception. The same holds true of any other offense that may occurs in camp, which the Director feels is detrimental to Camp4 Kids and its Camp Program.

Volunteer Signature Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Camp Policies, Procedure & Guidelines

I have read the Staff Manual in its entirety as present herein and agree to be bound by the policies, procedures and guidelines as set forth within this manual. If I had questions regarding any part of this manual I have discussed them with my Directing Staff and have been given clarification as to my concerns. I understand that any violation of the policies and guidelines of the Staff Manual may result in my termination from camp, and in the case of child abuse, in legal prosecution.

Name of Volunteer (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

If under 18 years old, a signature of a guardian or parent is required.

Name Parent / Guardian (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Camp4Kids -Organization Chart



**Campers Always Come First**

Counselors in Training

Counselors

Directors