

**YMCA CAMP
INGERSOLL**



Staff Manual

Updated for summer 2009

YMCA CAMP INGERSOLL Staff Manual

YMCA STATEMENT OF PURPOSE

The Northern Middlesex YMCA is an association nationally affiliated, and worldwide in scope, serving individuals and families in Northern Middlesex County.

The Northern Middlesex YMCA offers a path toward a fuller more productive life. The YMCA will provide to a broad spectrum of our community, high quality programs, services, and facilities that improve individual and family life, encourage healthier life styles and assist youth in developing into responsible adulthood.

STAFF ETHICS

This YCMA recognizes the Camp Counselor and Camp staff person as the primary instrument through which the objectives, goals, and philosophy of the YMCA are transmitted to the camper. As such, the Counselor should be aware of the following recommended ethical practices:

- I shall endeavor to understand and fully interpret the Camp philosophy, objectives, and goals in my relationships with campers and all staff.
- I shall conduct myself in an exemplary manner, recognizing that I am an adult role model for my campers. By my behavior, I will always try to demonstrate high moral values. I recognize that my conduct when I am away from Camp also reflects on the Camp.
- I shall always seek to be truthful, honest, and fair in my communication and interaction with campers and all staff, including directors.

- I accept the challenge of helping my campers increase their awareness of and responsibility to others and to the environment, helping them to gain self-confidence and self-concept, and of teaching them new skills.
- I shall refrain from abusive language and any form of corporal punishment or embarrassment in my dealings with campers and other staff.
- I shall be accepting of the diverse racial, national, religious, and cultural backgrounds of my campers and not seek to impose my own particular views on others.

CAMP MISSION

The Northern Middlesex YMCA will conduct high quality programs at Camp. Essential elements include providing all YMCA members and organized groups with rewarding experiences in the rustic out-of-doors, contributing to each individual's mental, physical, social, and spiritual growth. Emphasis will be on promoting awareness and continued stewardship of the natural environment.

The staff at Camp Ingersoll joins with thousands of YMCA camps across the country in attempting to successfully carry out the following objectives in working with children. All campers should have an opportunity:

1. To develop self-confidence, self-respect, and an acceptance and appreciation of their own worth as individuals.
2. To grow as responsible members of their families and citizens of their communities.
3. To form good habits of health and physical fitness and appreciate that health of mind and body is a sacred gift and that physical fitness and mental well-being are conditions to be achieved and maintained.
4. To recognize the worth of all persons and work for inter-racial and inter-group understanding.
5. To develop a sense of world-mindedness and to work for world-wide understanding.
6. To develop their capacities for leadership and to use them responsibly in their own groups and in community life.
7. To develop an interest in, a knowledge of, and respect for the natural world, and work for its conservation.
8. To develop an understanding and mutual appreciation of persons of both sexes.

TABLE OF CONTENTS

YMCA Statement of Purpose	1
Staff Ethics	1
Camp Mission	2
STAFF	
Day Camp Policies.....	4
SAFETY	
Health and Safety.....	9
Environment Concerns.....	11
Emergency Procedures.....	12
Child Abuse and Neglect.....	17
COMMUNICATION	
Developmentally Appropriate Programming.....	21
Positive Discipline	26
Communication Strategies	28
Handling Complaints with Parents	29
PROGRAMMING	
Schedules	31
Procedures for Working with a Group	32

STAFF

DAY CAMP POLICIES FOR ALL CAMP STAFF

Hiring

1. The Director or his/her designee will personally interview all applicants meeting minimal qualifications.
2. Three character and/or work references attesting to his/her suitability to work with children are required of each applicant and will be followed up by the Director or his/her designee.
3. Staff is selected on the basis of educational background and experience in working with children.
4. All staff members will be provided with written confirmation of their employment and a job description. Prior to camp opening, each staff member will forward to the camp office:
 - a. A YMCA application
 - b. A signed contract confirming acceptance
 - c. A signed W-4 form
 - d. An I-9 form
 - e. Signed work rules
 - f. Signed job description
 - g. Signed Child Abuse Policy
 - h. Completed medical form signed by applicant's own physician
 - i. CPR certification
 - j. Other applicable certifications
5. Each staff member is expected to fulfill all obligations described in his/her job description. Periodic evaluations will be made by the Director or his/her designee and discussed with each staff member throughout employment.
6. The YMCA carries Worker's Compensation insurance, covering accidents to employees arising out of and in the course of employment. All employees must report injuries on the job to the camp office, regardless of severity, and incident report will follow.
7. All staff contracts may be terminated, should circumstances make the operation of Camper programs impossible or should enrollment not equal expectations.

8. The Director(s) reserve the right to cancel a contract with a staff member. Such action will be taken only in exceptional cases of unusual situations for infractions of the YMCA signed work rules.
9. Staff is employed for the period of time designated in their contracts. All camp staff members are to attend staff training week, staff meetings and Parent's Nights.
10. Camp schedule includes a Monday - Friday. 9:00 a.m. - 4:00 p.m. workweek.
11. Salary is paid on a bi-weekly basis for the camp season.

Work Hours

All staff is expected to be at flag or at their specialty at 9:00 a.m. All staff is expected to remain at the bus area until the buses have departed and all campers are accounted for. *Staff should not wait in their cars.*

Absences

Due to the short term of employment, there will be no personal days granted. Absences for illness and personal reasons will result in loss of pay. Arrangements for any important and personal business, which you are unable to attend to after hours (i.e. college or job interviews, doctor appointments) should be made at least one week in advance.

In case of illness, staff members will notify their Program Director(s) at home, either the night before or before 7:00 a.m. of the scheduled workday. **CALLING THE ANSWERING MACHINE AT CAMP DOES NOT WORK.**

Parking

All staff cars are parked only in the staff parking area.

Cars in Camp

Staff should not drive their cars into camp, this includes the archery and ropes course areas, all staff members are to leave their cars in the staff parking area. If a vehicle is needed for transporting something into camp, it needs to take place before or after camp hours.

Dress Code and Appearance

The standards for dress and appearance of Camp staff are left up to the discretion of the Camp Directors. Staff members are expected to dress appropriately and neatly. The physical appearance of all staff members should not adversely affect their ability to perform their job.

Unacceptable Clothing

NO: cut off shirts, daisy dukes, t-shirts with inappropriate language, alcohol advertisements, "South Park", etc.

Staff shirts

Staff Shirts must be worn every day of camp and each Parent's Night.

Bathing Suits

Should be suitable for waterfront activities and presentable in front of campers and parents. NO BIKINIS!!!!!! When life guarding or instructing on the waterfront, staff members must be in swimsuits.

Footwear

Hard shoes and sneakers are to be worn at all times, except during waterfront activities. Thongs or sandals are allowed only on the waterfront.

Alcohol/Drug Abuse

Alcoholic beverages, illegal drugs, or misuse of drugs are not allowed on the YMCA Camp Ingersoll premises. Staff members are not permitted to use or abuse any form of alcoholic beverages and/or drugs while engaged in camp programs. A staff person found possessing or using illegal drugs or alcohol on camp grounds will be immediately terminated.

Prescription Medication

Staff taking prescription medication must store the medication in the Nurse's office during camp hours.

Tobacco

Tobacco and tobacco products including but not limited to cigarettes, cigars, and chewing tobacco will not be permitted on the YMCA Camp Ingersoll premises while campers are on the grounds. A staff person found using tobacco products on campgrounds during camp programs will be terminated.

Announcements

Important announcements for staff will be posted on the bulletin board at the tennis courts and/or announced at flag. It is each staff member's responsibility to be aware of any important news. Staff meetings as well as staff bus duties will be posted. Phone messages will be posted on a clipboard near the time clock, unless it is an emergency.

Equipment

Sports equipment can be found in the program office and the shed at the tennis courts. Arts and Crafts materials will be made available for staff to schedule projects in their daily activity plans; please use the materials carefully as these supplies are for all the tribes. All equipment and materials must be returned to their original storage area at the end of the period. There is a finite amount of equipment ordered for the summer and once it is gone, it is gone.

Punching in and out

Each staff person needs to punch their own time card when they arrive for their scheduled work time, and punch out when leaving.

Lunch

Each counselor needs to pick up their lunch crate on the way to flag each morning. All of your tribes' lunches should be placed in the crate and these crates will be taken to the refrigerator in the Long House. The crates will be taken out at lunch time. Counselors should not be going into the refrigerator, maintenance staff will get the lunches out. **CAMP WILL NOT PROVIDE LUNCH FOR STAFF MEMBERS. THE FOOD IN THE CABINET IS FOR CAMPER.**

Attendance

1. Each counselor will be given an envelope with a list of their children on it. This list will also include parent names, phone numbers, and medical concerns.
2. The counselor checks off each child each morning - a check for present and an "A" for absent. No spaces should be left blank.
3. Any letters from the children are placed in the envelope.
4. When the attendance is complete, the envelope is to be handed in to the director at flag.
5. If a child arrives late to camp they must be signed in at the office.

Accurate attendance not only keeps our children safe but also saves time when we are rechecking attendance and calling the parents of absent children.

First Day of Camp Procedure

1. All camp staff should arrive prior to 8:45 a.m., wearing a staff shirt, and meet at the office pavilions.
2. The campers will remain on the bus.
3. Staff will stand behind the sign announcing their group. These signs should be spread out.
4. The camp directors and their designees will take children off the bus by age group and specialty.
5. These campers will be taken to their tribe.
6. Staff should take attendance as the children arrive.
7. If a child is in your area and is not on your attendance lists, the child should be brought to a director.
8. Be aware of children arriving in your group. Welcome them and have them stay with you. Campers wandering around make the process more confusing and it is easier to miss a child.
9. Assist parents dropping off their children by directing them to the appropriate group.
10. Once all of the buses are unloaded, all tribes will go to flag.

Release of Children

1. Most children will stay at camp all day and must be brought to flag at 3:30 p.m. for closing ceremonies.
2. Attendance should be taken when you arrive at flag.
3. At the end of flag the children are sent to the buses.
4. If a child does not show up for the bus, you will be asked to locate your child.
5. If a child is going to be picked up by their parent:

- a. they must remain with the counselor until they are signed out
 - or-
 - b. be brought to the camp office
6. If a child is picked up early during the camp day, the child must be brought to the camp office where their parent can sign them out.

Your tribe is your responsibility until they have been checked onto the bus or signed out by a parent.

Supervision

1. Campers are never to be alone.
2. Kiddy Kampers, Wee Wonders, and Specialty campers of that age group (pre-K thru 1st grade) cannot go to the restroom or anywhere else without a counselor. If the camper is over 1st grade, he/she must be supervised (even from a distance) by a counselor and if supervised from a distance, must have two buddies accompany him/her.
3. As the tribe moves through camp, the counselor should do periodic head counts. Always do a head count when arriving at an activity and departing an activity.
4. If at any point in the day a camper is missing, the counselor should thoroughly check the area and check the area last visited. If you are not able to locate the camper, contact the camp director or his/her designee immediately.

Visitors on Camp Grounds

All visitors to camp will be expected to sign in at the office and would normally be escorted by a staff member unless it is a parent going to pick up their child in the nurse's office. If you see a stranger on the grounds, approach him/her, introduce yourself and find out who he/she is. Refer the individual to the appropriate person and office area to check in. If you see a visitor that you suspect may be dangerous, take your tribe to a safe area and contact a camp director or designee. If you feel there is an immediate danger (i.e. the visitor is carrying a weapon) you should call the camp office immediately.

Evaluations

New counselors will be evaluated after two sessions. Returning staff will be evaluated at the end of the summer. These evaluations will define areas of strength and areas of needed improvement. Use these evaluations to your benefit. The evaluator should give you ideas on how to improve your work with children and make your job easier. If you have questions about your performance you can always meet with a director to discuss these issues.

Staff Meetings

Times have been built into the camp schedule for staff meetings. They will be scheduled at the discretion of the Directors, the day and times will be announced and posted on the staff bulletin board.

Specialties

Tribes are expected to attend their scheduled specialties, if you have to miss a specialty you must inform the specialty counselor prior to the period.

It is the job of every counselor to be actively involved in specialty areas. The specialty counselor will guide you in how best to assist. This is never a break for counselors.

SAFETY

HEALTH AND SAFETY

Did You Do These Things?

1. Check each camper carefully each morning?
2. Send each camper to the office for any injury or symptom of illness?
Here are some signs of fatigue and illness for which you should be very watchful:
 - a. Is the camper listless?
 - b. Is he/she irritable?
 - c. Is his/her appetite poor?
 - d. Does his/her face seem flushed?
 - e. Are there circles under the eyes?
 - f. Does he/she complain of a headache?
 - g. Is the child constipated or does he/she have diarrhea?
3. Never permit campers to care for their own injuries! They should not take their own medication. All medication must be given by the first aid director.
4. On sleepout, before you retire for the night or when you wake up, see that all campers are properly covered. Also be sure they are protected from insects.
5. Campers must wear their shoes or sneakers at all times, no sandals.
6. On rainy days, campers should be covered properly. If their clothing becomes wet, have them change. Wet clothing should be dried when it is possible.
7. Encourage campers to eat all their lunch.
8. No rushing through meals. Take your time.
9. Warn campers against sunburn during their first days at camp.
10. Watch out for poison ivy on hikes. With the help of the counselor, all campers should learn how to identify poison ivy.
11. Ticks and mosquitoes are at a dangerous level. Constantly keep all children on paths and in mowed grassy areas. Be alert for ticks on the campers and yourself.
12. Cooperate with camp management in keeping camp property free of nails, broken glass, etc. If you see them, please pick them up for your safety and the safety of the campers.

Health Concerns

All injuries must be reported to the Camp Nurse.

1. Keep the camper quiet where he/she is until you can determine the extent and nature of the injury, no matter how small.
2. Never move a child with head, back, or neck injuries.
3. Have other counselors immediately move the rest of the group away from the injured camper.
4. Treat for shock in all cases.
5. Even minor head injuries, bumps, or scrapes should be reported to the nurse.
6. Even simple scratches should be treated by the nurse to prevent infection.
7. Exceptionally hot days call for extra trips to the water fountain and extra quiet time in the shade.
8. Counselors should be aware of any of their campers' medical or emotional situations by the first day of each session. If there are any severe problems with a camper, the nurse should be alerted immediately. Check with the nurse regarding special medical data on your campers. (see numbers on tribe lists)
9. All staff and campers should be continually checked for ticks, if one is found in the skin report immediately to the nurse's office.
10. Any counselor or camper stung by a bee should be brought to the nurse, immediately.
11. Sun block and insect repellent should be applied to campers when it has been sent in by the parents. Children should be monitored for sunburn, have campers cover skin when necessary. If a camper needs sunblock and/or insect repellent and does not have it, bring the child to the nurse.

PLEASE NOTE: The Nurse's office is a place for medical treatment. It is not a hang out. Persistent disregard for this rule will be grounds for employment termination.

OSHA Precautions

1. Never touch potentially infectious materials such as: blood, semen, vaginal secretions, urine, vomit. Each counselor is given rubber gloves which should be worn when treating an injury or cleaning up a spill.
2. If potentially infectious materials do come in contact with your body, report it to your supervisor immediately.

Accident Prevention

Prevention begins with STRICT adherence to four basic health and safety rules.

1. **No running while at camp!** This is announced the first day and must be enforced by all counselors at all times. Getting where you are going safely is most important. Getting there on time without running can be a challenge. Exception: Organized games, well supervised and planned for in a safe area.
2. **No camper ever goes anywhere alone!** This must be enforced by all staff members at all times.
3. **Campers should never be throwing rocks or sticks.** It is very tempting but there are people all around and campers are hit too easily.
4. **Visually inspect program space.** Before starting an activity, staff members should visually check the program area to make sure that the space is free from hazards. Hazards should be removed or the activity should be held elsewhere.

Other points of prevention:

1. Teach proper use of all tools before campers use them.
2. Teach by example and lesson, proper use of the body. Example: plan ahead, think before you act, pay attention to everyone. Watch your campers for signs of illness, fatigue, irritability, antagonisms, anger.
3. Fire safety is to be taught thoroughly before a fire is lit. Campers who cannot behave in a safe manner should be moved away from the fire.
4. Plan time so campers will not feel rushed. Accidents happen when we rush.
5. Learn to recognize danger spots. Watch for hidden holes, barbed wire, broken glass, bees, etc...
6. Program with an eye on campers' dispositions and on the weather. Quiet, mind occupying games are recommended for hot, muggy days.

ENVIRONMENT CONCERNS

One of the opportunities of camping is the exploration of a natural setting. In a natural setting, there are hazards that must be realized and pointed out to campers. Every effort will be made to minimize the facility hazards, but staff should be aware of the following problems:

Shoreline: Due to the danger of an unsupervised water area and the length of the shoreline, campers should be closely supervised while near the shore.

Camp Road, When using the camp roads, campers and counselors should remain in a walking group and wear adequate footwear. When meeting a moving vehicle, campers and staff should move to the lake side of the road and stop until the vehicle passes. All vehicles have a 5 mph speed limit and only authorized camp vehicles are allowed into the center of the Camp.

Hiking Trails: All trails are cleared of overhanging limbs and potential dangers before Camp season. Campers and staff are still expected to walk on all trails and be prepared for swinging branches and exposed roots. Campers must wear sneakers or shoes on trails or in the woods.

Archery Range: The archery range is roped off to prevent campers and staff from entering into the range area unknowingly. Signs are posted around the area. The range is located in an isolated portion of the Camp and its use is restricted solely to archery.

Maintenance Storage Area: Maintenance staff members have access to "The Garden Compound" and the storage building located next to the Nature building for storage of chemicals and tools. This building is to be locked at all times along with separate locked storage for chemicals and power tools. Signs will be posted on this building to advise campers and counselors that they are restricted from its use.

Ropes Course: Both the high and low elements are to be used only under the supervision of the Certified Ropes Staff. Campers and counselors are restricted from using this area at all other times.

Ravine: The ravine that surrounds the back of camp is strictly off limits. The walls of the ravine continue to erode and have become too steep and treacherous for campers.

Clean Camp: Camp grounds are to be kept immaculate at all times. Campers should help assist in the upkeep for all areas.

Hiking Procedures

1. Prior to each hike the counselor should check in with the office, leaving the plans for the hike.
2. The counselor should take a radio with them to be used in case of an emergency.
3. Counselors should survey all areas before they allow campers to proceed. No campers should be so far ahead or so far behind that you cannot see them and speak with them easily.
4. Hikes should not be taken in the ravine or off camp property.
5. Avoid:
 - dangerous terrain
 - abandoned cars
 - animals (if a wild animal is allowing you to see it, there is a good chance it is sick).
6. Head counts should be taken throughout the hike.
7. Injured campers (particularly campers stung by bees) must be brought to the nurse's office immediately.
8. At the conclusion of the hike the radio should be returned to the office. Each camper should be checked for ticks.

EMERGENCY PROCEDURES

Lost Camper

1. The Counselor responsible for the camper should contact the office.
2. A camp director will make an announcement for an immediate attendance count and page for the missing camper.
3. The waterfront area and shoreline will be checked by the waterfront counselors.
4. The maintenance staff will search the Camp roads and Route 66.
5. Available staff and the LITs will meet by the office to initiate a systematic search of the campgrounds under the direction of the Camp Director.
6. After twenty (20) minutes, if the camper has not been found, the parents of the missing camper will be called and then the state Police.

YMCA Camp Ingersoll 2008

Emergency Procedures

Missing Camper- Waterfront

1. The chair guard will blast air horn in a circular motion.
2. Rob Silliman will call emergency personnel by dialing 9911
3. All Unit Directors, regular camp counselors, Jr. Counselors and Specialty Camp Staff, (unless otherwise noted) report to waterfront
4. All waterfront staff report to waterfront
5. Patrick and Ben report to waterfront
6. All campers are sent to Corbin Beach
7. Caitlin King and Heather Cashman bring campers to Corbin Beach
8. Melanie Carfora picks up attendance and sign out list and reports to Corbin Beach—takes attendance
9. Matt Z reports to Corbin Beach—coordinates CITs and disperses them to assist with groups or camp search
10. Specialty area directors secure specialty equipment and assign a counselor to lead campers to Corbin Beach. They then proceed to Corbin Beach.
11. Boating Staff gets all boats off the pond and sends campers with a counselor to Corbin Beach. Jen Spohnzo then reports to waterfront.
12. Rob Silliman will coordinate Lost Bather Drill including underwater search, checking docks, checking bathrooms, etc. This may require prior delegation
13. Patrick Connelly, (unless Frank Sumpter is on site) will be the spokesperson
14. After emergency personnel arrive, Patrick or Frank will contact parents of camper
15. Patrick, Frank or alternate camp director will talk with staff and campers after search.
16. If a body is located, that staff person signals to the nearest lifeguard who will pull the bather up.
17. The predetermined “Rescue Team” will take charge of beginning CPR. They will continue CPR until emergency medical personnel arrive.

YMCA Camp Ingersoll 2008

Emergency Procedures

Missing Camper—Land

1. Notify Patrick Connelly or a Camp Coordinator
2. Patrick will evaluate situation
3. Patrick or designee will announce “All personnel report to Program Office IMMEDIATELY!” All counselors should immediately take attendance
4. Campers report to the Corbin Beach
5. Specialty Directors lag behind to make sure everyone gets to the Corbin Beach
6. Unit Leaders will take charge of campers at the Corbin Beach
7. Matt Z reports to Corbin Beach—coordinates CITs and disperses them to assist with groups
8. Rob Silliman will shut down waterfront
9. Boating Staff will bring in all boats
10. All camp staff report to the Program Office after your group reaches Corbin Beach. Patrick will assign search groups in twos and threes including:
 - Certified waterfront group to search waterfront
 - Checking all buildings
 - Check area where camper was last seen
 - Searching bathrooms
 - Searching grounds including woods
 - Search of access road and Rte. 66
 - Trails and campsites, including around Jobs pond
11. Patrick or Henry will call Emergency personnel by dialing 9911
12. Patrick will assign someone to wait for Emergency Personnel
13. Nurse will remain in First Aid Station
14. A second announcement will signal the end of the search
15. Patrick Connelly, (unless Frank Sumpter is on site) will be the spokesperson
16. After emergency personnel arrive, Patrick or Frank will contact parents of camper
17. Patrick, Frank or alternate camp director will talk with staff and campers after search if necessary.

YMCA Camp Ingersoll 2008

Emergency Procedures

Distressed Boater—Boating Area

1. Jen Sponzo will signal emergency by sounding 3 whistles and will begin to row out to distressed boater
2. The staff person in the guard chair at waterfront will blow two signals signaling a buddy check
3. Person in chair takes rescue board and tube, and swims out to distressed boater. Rob Silliman assumes responsibilities of chair guard.
4. Land staff at boating directs boaters to shore and performs a buddy check. When all campers are accounted for land staff assumes role in boating chair.
5. Lifeguards complete their buddy checks, and walk their children out of waterfront area. The first four to complete this process swim out to the distressed boater with their rescue tubes.
6. As rescuers reach distressed boater, the boating guard will direct the back-boarding procedure.
7. When back-boarding is completed, the backboard will be brought to the nearest safely accessible beach. Extra lifeguards will retrieve all boats and paddles.
8. If necessary a predetermined “Rescue Team” will begin CPR and will continue until emergency medical personnel arrive.
9. Patrick Connelly, (unless Frank Sumpter is on site) will be the spokesperson
10. After emergency personnel arrive, Patrick or Frank will contact parents of camper
11. Patrick, Frank or alternate camp director will talk with staff and campers after search if necessary.

Fire

During the following procedure, staff should be aware that a primary responsibility is for the safety of campers and staff.

1. The camp office should be notified by PA, on a closed line, of the location and size of the fire.
2. The Camp Director will announce on the PA system that there is a fire alert and the location - and will contact the Portland Fire Department (342-2324).
3. Staff will be instructed by PA to immediately escort all campers to the waterfront or lower sports field.
4. Staff should take attendance at the initiation of the fire alert and upon reaching the safety area. Any missing camper should be reported directly to a member of the administrative staff. Available staff will be used if a search is required.
5. Specifically assigned waterfront counselors will station themselves at the Camp entrance to direct emergency vehicles and others will assist in checking areas for missing campers.
6. Maintenance staff will search the campgrounds in camp vehicles for missing campers.
7. Main roads should be avoided when traveling to safety areas as emergency vehicles entering the area may be traveling rapidly.
8. Once all campers are accounted for, available staff may be used to assist emergency agencies.
9. If the campgrounds must be vacated, buses will be loaded at the lower sports field and at the intersection of Rte 66 and 17. Those on the beach will be escorted along the shoreline and to the lower sports field. Destination will be the YMCA in Middletown.

Hurricane, Tornado, or Earthquake

1. The Camp Director will announce over the PA system that all campers and staff should report to the buses.
2. Attendance should be taken by counselors as campers are being boarded on the buses.
3. Destination is the Middletown YMCA.
4. If conditions and time prevent transportation, campers and staff will gather in the Long House, Bath House, or Corbin.

Severe Storms

1. If a staff person notices storm clouds, activities should be near or around buildings.
2. If a staff person notices thunder or lightning, the campers should be brought inside the nearest building. Waterfront activities will be suspended until there is an all clear, 15 minutes after last thunder or lightning.
3. The Camp Director will notify the camp by PA of any pending storms and instructions will be given.
4. The Camp Director will notify the camp by PA as to when it is safe to resume outdoor activity.

CHILD ABUSE AND NEGLECT

What Should Be Reported?

Personnel should report any suspicion that any child under the age of 18:

- Has had physical injury inflicted upon him other than by accidental means
- Has injuries which are at variance with the history given of them
- Is in a condition which is the result of maltreatment such as, but not limited to malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment or cruel punishment or has been neglected.

The suspected perpetrator is either:

- A person responsible for such child's or youth's health, welfare or care
or
- A person given access to such child by such responsible person

Any child who is suspected of being at imminent risk of abuse should also be reported.

Definitions

<u>Physical Abuse:</u>	Physical assaults (such as striking, kicking, biting, throwing, burning, or poisoning) that caused or could have caused serious physical injury to the child.
<u>Sexual Abuse:</u>	Vaginal, anal, or oral intercourse; vaginal or anal penetration; and other forms of inappropriate touching or exhibitionism for sexual gratification.
<u>Sexual Exploitation:</u>	Use of a child in prostitution, pornography, or other sexually exploitative activities.
<u>Physical Deprivation:</u>	Failure to provide basic necessities (such as food, clothing, hygiene, and shelter) that caused or over time would cause serious physical injury, sickness, or disability.
<u>Medical Neglect:</u>	Failure to provide the medical, dental, or psychiatric care needed to prevent or treat serious physical or psychological injuries or illnesses.
<u>Physical Endangerment:</u>	Reckless behavior toward a child (such as leaving a young child alone or placing a child in a hazardous environment) that caused or could have caused serious physical injury.
<u>Abandonment:</u>	Leaving a child alone or in the care of another under circumstances that suggest an intentional abdication of parental responsibility.

Emotional Abuse: Physical or emotional assaults (such as torture and close confinement) that caused or could have caused serious psychological injury.

Emotional Neglect: Failure to provide the emotional nurturing and physical and cognitive stimulation needed to prevent serious developmental deficits.

Failure To Treat A Child's Psychological Problems: Indifference to a child's severe emotional or behavioral problems or parental rejections of appropriate offers of help.

Improper Ethical Guidance: Grossly inappropriate parental conduct or lifestyles that pose a specific threat to a child's ethical development or behavior.

Educational Neglect: Chronic failure to send a child to school.

SOURCE: Recognizing Child Abuse, D. Besharov

CHILD ABUSE PREVENTION PROCEDURE AND POLICY

The YMCA has a responsibility to protect children from physical, emotional, and sexual abuse. Child Abuse is a very serious issue facing childcare workers.

Childcare workers are **mandated reporters** of suspected child neglect and abuse from both adults and other children. The child care worker must therefore have a clear understanding of what child abuse is by definition as well as in one's personal practice with children.

As YMCA staff you are responsible for learning the information provided on the following pages regarding this subject.

You are also expected to have a knowledge of the proper procedures and policies in regards to staff/child interaction, appropriate discipline, and reporting procedures of suspected abuse. This information is outlined below.

STAFF RECRUITMENT, TRAINING, AND SUPERVISION

1. Reference checks on all prospective employees and program volunteers will be conducted prior to employment. Reference checks will be documented and filed in personal file.
2. A criminal check will be sent to the State Police and Department of Health.
3. All new staff will receive a staff manual that has information on policies and procedures in regards to child abuse reporting and prevention.

4. All staff will read policies, procedures, and work rules, and sign them in front of a director or immediate supervisor. A copy of the child abuse prevention procedures and work rules will be placed in staff file at camp.
5. Staff will receive training on recognizing signs of abuse and neglect, reporting procedures, appropriate conduct, and mandated reporter status. Staff will also be provided training and literature on appropriate discipline and dealing with difficult children.
6. Staff will report any inappropriate disciplining or physical contact by staff members, parents, volunteers, and personnel to the Director or immediate supervisor. The Director must report in writing such conduct to the Youth and Family Programs director.

STAFF INTERACTION AND SUPERVISION OF CHILDREN

1. Staff will not use physical means of disciplining children. Staff will only use physical force with children to protect the child, other children, or oneself, from harm. **All uses of physical intervention must be recorded in writing and signed by the director and parent.**
2. Staff will not discipline children by humiliating, verbally or emotionally abusing, or withholding food or shelter.
3. Staff and volunteers will never be alone with a child. Staff will always have more than one child in a group and their whereabouts should be known by the Director in the form of the "Weekly Activity Schedule." Staff should **never** take a child to a place that can not be seen by another staff person. (behind the curtain, in another room, bathroom)
4. Young children will be supervised in bathrooms, showers, locker rooms, and hallways.
5. Staff members who have contact with children enrolled in YMCA programs outside of the Y program must inform their supervisor. Staff must receive a written statement by the parent releasing the Y from responsibility for employment as babysitters and transportation to or from the program.
6. Staff and volunteers should be alert to the physical and emotional state of all children each time they report to a program and indicate, in writing, any signs of injury or suspected child abuse. Staff should also report to the Director any situations involving a child that could lead to the child or parent feeling uncomfortable with the conduct within the program. Comments by children that make staff feel uncomfortable should be reported to the Director, placed in writing, and communicated to the parent. **A good rule of thumb is for staff to**

record any situation that they feel could lead to or be a sign of future problems.

7. Staff should communicate with parent on a regular basis any changes in behavior, sudden mood swings, loss of appetite, sexual acting out, threats issued by the child, etc.

REPORTING PROCEDURES OF SUSPECTED ABUSE OR NEGLECT

1. Staff who have suspicion of child abuse will report the information immediately to their supervisor or a Director. The staff will provide the director with a written report within the next 24 hours.
2. An oral report to the Department of Children and Families will be made as soon as possible and no later than 12 hours. The DCF contact # is 800-842-2288.
3. A written report (using form DCF-136 available at first aid station) to DCF must be made no later than 48 hours after the oral report.
4. The Director will notify parents or guardian of the report when it is determined appropriate.
5. Staff will be sensitive to the need for confidentiality in the handling of information in this area and will be instructed to discuss matters pertaining to abuse or suspected abuse only with the permission of the appropriate Y director.
6. Staff will not contact children or parents involved in an alleged child abuse incident without the permission of the appropriate Y director.

CHILD ABUSE POLICY IN REGARDS TO YMCA STAFF

1. In the event a reported incident involves an employed Y staff person or volunteer, the responsible YMCA director will, without exception, suspend the person from all activities involving the supervision of children. Reassignment of administrative functions could result until allegations have been cleared or proven. Suspension of employed staff will be with pay until the person is cleared or allegations are proven.
2. Reinstatement of a staff person or program volunteer will occur only after all allegations have been cleared to the satisfaction of the President and the investigating agency.
3. Regardless of where or under what circumstances the alleged incident takes place, if an employed staff person is involved, it will be considered as job related and affecting job performance.

EMPLOYEE SIGNATURE

DATE

COMMUNICATION

DEVELOPMENTALLY APPROPRIATE PROGRAMMING

Summer camp has the challenge of providing activities that meet the needs of children at two different developmental stages. *Children ages five through seven are learning about themselves and their world at a different pace than the children seven through twelve.* In order to meet the needs of all the children in our program, it is important to understand how the two age groups differ. Our objective in camp is to provide each child with an environment that is conducive to optimal growth and development.

1. DEVELOPMENTAL PROCESS: The first thing one should understand about child development is that although all children develop through a number of stages, the stages are on a continuum. Some children progress without interruption along this continuum, while others, for a number of reasons are delayed.
2. REGRESSIVE BEHAVIOR: In your work with children, you will experience children who are ahead of their age group and others who are behind. Children who fall behind may do so because of:
 - * biological reasons
 - * neurological reasons
 - * or environmental reasons

The process of working with children whose behavior is regressive for their age includes:

- a. Encouragement to move forward on the developmental continua
- b. Rewards when they are showing age appropriate behavior
- c. No rewards with extra attention or treating the child like he/she is incapable of doing what you are expecting from him/her
- d. Be aware of children who will need this extra encouragement and time to follow through on your instructions
- e. A child who is developmentally delayed is going to demand more time to:
 - * get dressed
 - * put on a bathing suit
 - * pick up a mess
- f. Never insult a child or demand that they 'act their age'. This generally only contributes to the child's poor self-image and insecurity.
- g. When a child is using baby talk or throwing a tantrum, use reflective listening. You might say:

"You seem very angry and do not want to use words to tell me about it. When you are ready I will be over here, but I can not listen to you until you decide to talk about it."

or

"What you are telling me seems important. When you are ready to talk about it with your six year old words, I will listen."

Stages of Development

Erik Erikson, a child development specialist, has provided us with developmental framework for understanding what stages children progress through as they learn about themselves and the world around them. The stages relevant to the age groups you are working with are outlined below.

STAGE THREE - Initiative vs Guilt - 3 to 6 years

Children at this stage will experience:

- Learning how to start up activities and events
- A real growth in imagination and an interest in fantasy play
- An interest in other children making them very curious and liable to both lead and follow
- Becoming preoccupied with sex differences
- Seeing adults as either good and beautiful, or unreasonable and dangerous

Patterns for this age group:

The children in your tribe who are between five and seven will generally fit the definitions below. All children are different however, so it is important not to over-generalize or become rigid in your expectations.

- Strong attachment to home and family environment
- Do same thing in same place but not always together
- Are aware mainly of self and own desires
- Prefer highly imaginative make-believe play
- Like to explore their expanding worlds
- Desire repetition of enjoyable experience
- Are easily upset by change in routines or environment
- Are very dependent on adults for meeting physical and emotional needs
- Are learning to get along with one another, and to work and play in small groups
- Need patient understanding and close supervision

Activities for this age group:

- Non-competitive games with simple and clear rules to follow
- Games that do not demand a lot of team work
- Games that allow for make believe and role playing
- Craft projects that do not demand developed small motor skills
- Projects that provide instant gratification and do not have too many steps to complete
- Projects that emphasize getting involved instead of how well one does

- Dolls, puppets, dress up clothes, and blocks are very important to this age group

A good leader of a group this age needs...

- Group leaders must have a good sense of humor and imagination to work successfully with this age group.
- Children need a lot of encouragement and affection in order to continue to take initiative and try new things. If children are made to feel ashamed of their skills or their choices, they will develop guilt. Children who have developed guilt show a lack of initiative and interest in new things. These children need to be encouraged and given praise when they show any sign of growth.

STAGE FOUR - Industry vs. Inferiority - grade school to junior high

Children in this stage will experience:

- Beginning to spend more time away from home and see the peer group as a significant influence
- Beginning to relate to others in accordance to rules and tasks
- Their world becoming bigger and more complex
- Interest in the community and how things work
- Interest in acquiring skills and are deeply interested in the finished product
- Team work becomes possible for the first time and children begin to explore different roles
- A greater concern with the final outcome of a game and the fairness of the rules
- A need to be challenged at this stage and provided with a number of learning experiences
- A need for recognition for work well done helping the child gain sense of accomplishment and recognition for their efforts

Patterns for Children 7-10

- Begin to play together
- Begin to prepare for leaving home and parents
- Lengthening of attention span
- Growing awareness of others and their wants
- Willing to share
- Desire acceptance from own age group
- Need close friendship with age group
- Develops interest in competition related to one's standing in the group
- Growing desire for better performance in skills
- Want everyone to obey stated rules and regulations
- Identify strongly with own sex and age

A good leader of a group this age NEEDS...

If a child does not develop a sense of industry, he/she will likely develop feelings of inferiority, defeat, and doubt about the future.

- To provide a great deal of valid praise for their work and their efforts. Empty praise will backfire because they are aware of their work in comparison to others.
- To provide a number of activity choices, both self initiated projects and group participation.
- To provide activities that are challenging and stimulating and should involve the child in community related projects.
- To provide need consistent and fair expectations.
- To be aware that the children are concerned with the skills of the group leader and any double standards the group leader might have.
- To recognize the child's need to look good in front of his/her peers. Discipline that embarrasses the child will only lead to further acting out by the child to prove that he/she is cool and in control. Power struggles over prestige are very common in this stage.
- To be give more responsibility and freedom to make decisions. They do not want adults looking over their shoulders or telling them what to do. Provide choices and opportunities for them to lead, as well as room for them to grow.

Activities for children 7-10

- Club activities that emphasize vocational tasks
- Competitive and team sports that are fair and have consistant rules
- Projects that allow children to obtain skills and work towards a quality product
- Community projects that all children to help others
- Life skills activities that teach children health and safety, as well as independence

Patterns for children 10 - 12

- Want to be together in groups, teams, and clubs
- Have longer interest span, patience to work for short-term goals
- Form cliques and friendships with own sex and age group
- Like to make, do, collect things
- Seek status through excellence in skills and knowledge of grown up things
- Are fairly competitive in team and individual activities
- Are becoming concerned with physical size and appearance
- Boys and girls can socialize and work in groups where they are responsible for planning

A good leader of this group needs...

- To provide the children with special privileges and more freedom than the other children.
- To give the majority of the responsibility for planning their own activities and their time in the program.

- To set clear expectations and live up to them.
- To be fair and consistent but should allow for this age group to be in control of their choices. Contracts work well with this age group because they clarify the expectations on both sides.

CHILDREN WITH SPECIAL NEEDS

Camp Ingersoll adheres to guidelines set forth by the **Americans with Disabilities Act**. The **ADA** states that:

Childcare programs must provide equal access to all children regardless of disabilities.

There are many children in our program who fall within the ADA guidelines. Children with special needs are important members of our programs. It is every staff person's responsibility to provide opportunities for each child in the program to be assimilated and to feel welcomed. Children with special needs may at times demand extra attention, special care, and ongoing communication with parents, school, and professionals. For some children, staff will need to consider environmental factors within the program that will inhibit the child from equal access to the daily activities. The Y will provide training, literature, and available resources to help staff meet the needs of the children in our care. We all must work together to provide quality programming to every child enrolled in Camp Ingersoll.

CAMP INGERSOLL DISCIPLINE POLICY

Children will be treated with dignity and respect while attending Camp Ingersoll. Staff will offer support, encouragement, and teach problem solving skills. Staff will use positive discipline techniques and will not yell, scream, or use sarcasm with children. Staff will never use any form of corporal punishment and will not deny food, shelter, or water as a means of discipline. "Time Outs" appropriate to the age and development level of the child may be used when absolutely necessary. Difficult behavior problems should be brought to the attention of the Unit Director

Camp Ingersoll Rules

1. We talk out problems and do not hit each other when we are angry.
2. We respect each other by not calling each other names, hitting each other, or hurting each other in any way.
3. We behave in a safe manner and do not throw rocks or sticks.
4. We stay with our group and follow directions.

Appropriate Consequences

1. The first step is a warning.
2. If the behavior is repeated the child will get a second warning.

3. If the behavior is repeated a third time the child will be told, and will receive a time out or loss of privilege.
4. If the behavior is severe or requires special attention, for example, a fight, the staff may need to intervene more quickly and will use conflict resolution and problem solving.
5. Trip to Unit Directors Office - This is for serious behavior, repeated behavior problems, or campers who need time away from the group.
6. Phone Call Home - At times a phone call is warranted or a note home that needs to be signed by a parent and returned the next day.

POSITIVE DISCIPLINE AND BEHAVIOR MANAGEMENT

Logical and Natural Consequences Versus Punishment

A consequence is:

- a. related to the behavior and to the rule
- b. respectful of the child's self worth and dignity
- c. provides long term results
- d. is reasonable and consistent with the severity of the behavior

A punishment is:

- a. attacks the dignity of the child
- b. is not related to the rule
- c. has short term results
- d. is inconsistent
- e. reflects the power of the adult to force the child to obey

Steps for using Consequences

1. Provide choices and accept the child's decision.
2. Use a kind but firm tone of voice.
3. As you follow through on the consequence, remind children that they can try again later.
4. If the misbehavior is repeated, extend the time of the consequence.
5. Be patient and non-judgemental.

Consequences are used to motivate and teach children to make responsible decisions, not to force them to obey. They are effective only if you avoid having hidden motives of winning and controlling.

- Be firm and kind
- Talk less and act more
- Avoid power struggles and be consistent

THE DO'S AND DON'T'S OF POSITIVE DISCIPLINE

DO show respect for the dignity of the child.

DO address children by name and speak to them at eye level.

DO encourage children to do for themselves everything they can.

DO tell children clearly what is expected of them.

DO be a positive role model and show children how you want them to behave.

DO pay attention to positive behavior. Catch them doing good things.

DO redirect, redirect, and more redirection of inappropriate behavior before it gets out of hand.

DO deal with misbehaviors objectively and consistently.

DON'T ridicule, talk about, make fun of, or humiliate a child.

DON'T yell at children from across the room or make fun of their name.

DON'T pick favorites.

DON'T ask a question when you really mean to be giving a statement. And DON'T end a direction with "OK?"

DON'T expect children to follow a rule you do not have to follow.

DON'T spend time always paying attention to inappropriate activities.

DON'T set kids up for failure. Recognize situations that promote misbehavior and get rid of them.

DON'T take a child's misbehavior personally and do not make it a personal vendetta to 'show the child who is the boss.' When you result to power struggles and displays of power the child has been rewarded and gets to see the adult lose control.

PROBLEM SOLVING WITH CHILDREN

For Younger Children

1. Talk about the child's feelings and needs.
2. Listen to what the child has to say.
3. Talk about your feelings and needs.
4. Brainstorm to find a mutually agreeable solution.
5. Choose a solution.
6. Review when necessary.

For Older Children

1. Encourage children to solve their own problems.

- a. Ask what the problem is.
- b. Consider the possibilities.
- c. Develop a plan.
- d. Use the plan.
- e. Decide if the plan worked.

MOTIVATIONS OF MISBEHAVIOR

There are many reasons why children misbehave. Think back to when you were a child and remember all the reasons you did something you were told not to do. Although there seem to be a million different reasons, professionals refer to four basic goals of misbehavior. These motivations offer good insight into why children make bad choices. They are not however, all encompassing. Each child is a unique person with their own issues and motivations. You must look at misbehavior as a clue to a child's inner world. In order to respond in a way that helps the child you must understand why the child is doing what you have asked her/him not to do and what the child needs to make better choices.

Four Reasons Children Misbehave

1. ATTENTION - Children feel like they belong and feel important when people notice them.
2. POWER - "I am important when I am in control." Children need to feel control in their lives.
3. REVENGE - "I am not a good person and no one cares about me". "I hurt others to feel powerful."
4. DISPLAY OF INADEQUACY - Children who have failed at getting the encouragement and love that they need retreat into themselves by being helpless and silent.

Other motivations...

- Bored
- Peer pressure
- Environmental factors
- Sibling rivalry
- Medical issues such as allergies or chemical disorders
- Mental illness
- Crisis or stress in the family
- Abuse or neglect issues

COMMUNICATION STRATEGIES FOR BUILDING MUTUAL RESPECT

Children need to have a voice in issues that affect their lives. Counselors who are able to show respect for a child's dignity, individualism, and voice are much more successful

in helping children make good decisions. There are some proven strategies of communication that provide both parties with the opportunity to be heard. Communicating in a positive manner with children is the number one preventative measure for misbehavior.

Open and Closed Communication

OPEN RESPONSES TO A CHILD'S STATEMENTS: acknowledge children's right to their feelings by showing that the listener accepts what they feel, and has heard what they have said.

CLOSED RESPONSES: deny children a right to their feelings, and tell the child the listener does not value their voice.

Examples of Closed and Open Responses

CHILD'S STATEMENT	CLOSED RESPONSE	OPEN RESPONSE
I can't do it.	You've hardly tried.	It seems very hard for you to do.
You're the meanest counselor in the world.	Don't you talk to me that way.	You sound pretty angry with me.

"I" MESSAGES

"I" messages can be defined as communication that simply describes how the child makes you feel. The focus is on you, not the child and it does not assign blame. The benefit of this form of communication is that it does not make a child defensive and allows the discipline to take place in a constructive environment.

Steps for using "I" Messages

1. Describe the behavior that is a problem to you:
"When you fight with your brother..."
2. State your feelings about the consequences the behavior produces for you:
"...I feel worried..."
3. State the consequence:
"...because other children may not feel safe here."

Remember: **When...I feel...because...**

HANDLING COMPLAINTS FROM PARENTS

You will receive complaints or hear about them indirectly no matter how expertly you supervise and handle the children. Hopefully these complaints will not discourage you before you develop the necessary techniques for handling complaints.

1. Always speak with a director or their designee before contacting a parent. They will guide you in each individual situation.
2. Remember at all times...No matter what a parent may say or how a parent may act, the most important person in the entire camp in this parent's estimation is his/her own child. This is as it should be. Respect this fact.
3. Remember...The parent is paying you to provide a service. When anyone pays for service, they have the right to voice complaints if they are not completely satisfied with the type of service they are receiving.
4. Resist the temptation to "dodge" the complaining of an overly concerned parent with an "Oh, the pest" kind of attitude. Put yourself in the parent's place and try to realize the parent is really asking for help and guidance.
5. Do not hesitate to acknowledge that a situation might be dangerous. Agree to observe and discuss the possibility of changing a procedure or replacing a certain piece of equipment. At the same time, you can explain to a parent that even though something may look dangerous, your experiences (and that of others) has shown that it is not.
6. Acknowledge that accidents do happen. Children do get hurt. This is why we have consistent supervision and many safety rules. Emphasize that when a group of children is playing together, there is always some risk involved. Let the parent know that your responsibilities include:
 - allowing the child to participate in as many learning experiences as possible
 - trying to make those experiences good ones, while at the same time trying to protect that child from getting hurt.
7. Whatever you do...always remember that you are not expected to please everyone at all times. Be gracious, considerate and helpful and always be willing to direct the parent to a camp director.
8. Use the following principles as a guide when handling complaints:
 - a. Listen carefully. Many times a person just needs an opportunity to vent his/her feelings.
 - b. Repeat what you have heard the other person say. Try to summarize it in one sentence. For example: "You seem to be saying that I am unfriendly because I do not always greet Johnny at the bus and you feel this is the reason Johnny does not like camp."
 - c. State the changes that you think the parent would like to have made. For example: "You would like me to greet Johnny immediately when he comes to camp."
 - d. Never disclose another child's name if they are involved in the incident/problem in question.

PROGRAMMING

SCHEDULES

Each staff person needs to fill out a weekly schedule of activities. When writing your weekly activity schedule, you need to provide the following:

1. Location of the activity. If you change the location, please notify the office so you can be located when necessary.
2. Brief description of activity. Just writing "games" is not enough.
3. Weekly activities should include:
 - a. A variety of games including non-competitive games that are age-appropriate.
 - b. A variety of activities such as nature walks, crafts, cook-outs, drama, music, quiet time, campsite, etc. Be creative.
 - c. Four square and dodgeball are popular and fun but they are also extremely competitive and can be more of a detriment for the kids than anything else. **DO NOT SCHEDULE THESE ACTIVITIES EACH DAY.** Please keep the games positive and limit the amount of times they are played.
 - d. Expand their horizons. Children will not always be excited to try something new and may complain but try it anyway, it may become another old favorite.
4. Remember that you need time to get to your activity - plan for this. **Do not skip specials. Do not be late for swimming.**
5. **SCHEDULES SHOULD BE TURNED IN ON THE FRIDAY MORNING BEFORE THE SCHEDULE GOES INTO EFFECT.** Please put some time into your planning. Schedules that do not meet Camp Ingersoll standards will be returned.

Tribes who are given the opportunity to try and learn new things and who are challenged in a variety of ways tend to have less behavior problems. As counselors it is our responsibility to provide stimulating and diversified activities that are safe, appropriate, and meet the needs of all the children in our care.

ACTIVITY SCHEDULE SAMPLE
SOMETIMES YOU HAVE TO VARY YOUR ROUTINE DUE TO THE LOCATIONS OF YOUR ACTIVITIES. PLANNING FOR THIS IN THE SCHEDULE WILL HELP AVOID FRUSTRATION.

ALWAYS WRITE LOCATION OF ACTIVITY

TIMES	MONDAY DAY #1	TUESDAY DAY #2	WEDNESDAY DAY #3	THURSDAY DAY #1
PERIOD I 9:30-10:15	Introductions and Ice breakers at FOUR SQUARE	ARCHERY	Relay Races at KK and WW FLAG	Work on CAMPSITE
PERIOD II 10:15-11:00	Hike through CAMP to FUNNY TRAIL and to CAMPSITE	Drop off stuff at BATH HOUSE. Then Capture The Flag UPPER SPORTS	ROPES	Work on CAMPSITE -Build a Fire
PERIOD III 11:00-11:45	Swimming Lessons	Swimming Lessons	Swimming Lessons	Swimming Lessons
PERIOD IV 11:45-12:30	LUNCH SKUNK HOLLOW	LUNCH CAMPSITE	LUNCH SNAKE HOLLOW	LUNCH FOUR SQUARE

IT'S OK FOR SOME ACTIVITIES TO PLAN MORE THAN ONE PERIOD

WHEN HIKING, GIVE A GENERAL DESCRIPTION OF WHERE YOU WILL GO

LOCATION OF LUNCH. THIS SHOULD VARY. TRY TO HAVE LUNCH IN A SHADY AREA AWAY FROM LOWER CAMP

PROCEDURES FOR WORKING WITH A GROUP

1. Always wait until everybody in the group is quiet before attempting to talk. Be prepared to wait as long as needed.
2. Insist that the campers sit down or squat down before explaining anything to them. Moving kids will have a harder time paying attention and are more distracting. The leader should stand up or somehow set themselves apart.

3. Speak in a clear and strong voice. In a large group, be louder than you need to be, do not yell. Just being heard is not enough, you need to mean it.
4. Think out what you want to say before you say it. Be clear and concise.
5. Emphasize important directions a second time, but do not needlessly repeat yourself.
6. Use the inquiry method with small groups, under 20 children, the children will be involved and interested. In a large group, avoid asking too many questions to the whole group. Do not use the inquiry method with more than 40 kids.
7. Do not answer too many questions until your clear cut directions are given. Do not allow interruptions to break the flow of your directions. Give children a specific time when they can ask questions.
8. Physical demonstrations are more effective than verbal ones. Role play whenever possible.
9. Make sure everyone can see you when you are explaining directions.
10. Use eye contact. Keep looking at the group. Ask them to look at you.
11. Offer reasons for certain guidelines, especially where safety is involved.
12. Kids insisting on stretching rules should instantly become bench warmers.
13. Keep equipment out of kids' hands when explaining directions.
14. Invite help from other counselors, especially as captains, referees, and judges.
15. Staff present who are not actively involved in explaining directions should mix with the group and support.
16. Be specific in giving directions. Tell them who is to go where, when, and how. In explaining the next activity, say "when I give the signal..." Insist on finishing before the kids begin to move.

TIPS ON USING AND DOING APPROPRIATE ACTIVITIES

Don't be afraid to substitute a more relevant activity:

If your trying to play, for example, toe tag with a group that starts stomping on toes instead of tapping them gently. Change the activity.

Modify the activity:

If you're trying to play, for example, Octopus, and your poor octopus has only captured one fish to become an octopus arm, you may allow the 'arms' to hop on two feet to capture the others instead of just sitting.

Listen to your group:

'Continual repetition of activities, and an over-emphasis on logistics are two enemies of successful listening. If you are so tied up in the nuts and bolts of making the activity work, you'll miss many important interactions.' 'Watch them, connect with them, play with them, encourage them. If they know you are really there, your group will come alive in a much more profound way.'

On Competition and Cooperation:

'We say that we are cooperative, not competitive and generally this is true. But, competition is so ingrained in our culture that it is foolish to pretend that it doesn't play a part...' Here are some suggestions to help keep a competitive balance in your group:

- a. 'Time the events. Let the group work against the clock, rather than against each other.'
- b. See how many participants you can get on or over something.
- c. See how closely the group can stick to the rules.
- d. Make certain that participants experience success. There's nothing like success as an antidote for bad feelings or a self-concept of being defeated.
- e. Design games and activities that make a spoof out of competition by changing rules and inventing new ones. Get the participants involved in this. Their ideas can be extremely satisfying to them.

Don't Take Yourself, and What You Are Presenting, Too Seriously:

You might think that, 'Games without consistent (and constantly adhered to) rules are a travesty, an unlearning of societal standards that borders on recreational anarchy. God help you if you pass GO and ask for more than \$200.00.'

Above all Play Hard, Play Fair, Nobody Hurt, and Have Fun!!!!!!!!!!

excerpts : Cowstails and Cobras II by Karl Rohnke