

Staff Handbook

Camp Au Sable

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OBJECTIVES

Statement of Mission

Adventist Camp Ministries (ACM) provides an intentional Christian environment committed to strengthening each camper's relationship with God and all His Creation through scripture, nature, and recreation.

Philosophy

Adventist Camp Ministries (ACM) believes that in a camp setting, the study of the Bible and nature, in the context of wholesome relationships and recreation, will place campers and guests in a Christ-centered environment which promotes social, physical, mental, and spiritual development.

Goals

To Provide...

- An outdoor camping experience, leading to an acceptance of Christ as Savior and Lord, and encourage Christian growth.
- A setting in which mature Christian leaders will serve as examples to campers and staff.
- An integrated camp experience where scripture is understood and applied.
- An opportunity for spiritual growth through a physically challenging program.
- A setting in which the qualities of Christian leadership are developed.
- A diversified program in which counselor and camper will interact with the outdoor setting.

Interpretation of Objectives

Spiritual nurture and development—

1. Campers will be involved in three worships (Camp council, campfire, and cabin worship.)
2. Without force or coercion, campers will be given an invitation to accept Christ in a group setting.
3. Campers will interact with a Christian staff who will also provide a role model.
4. Each week, the camper will have an opportunity to interface with a camp pastor, who has been chosen to come because of a demonstrated ability to communicate with children of that age.
5. Campers, who so desire, may participate in religious experiences by offering prayer, singing, giving special music, and/or reading scripture.
6. Each activity instruction will present one spiritual lesson each class period. This lesson will apply to the activity taught.

Appreciation of nature—

1. Campers will have the opportunity to be involved in a nature class or activity each week.
2. The camper will have opportunity to hike on one of the beautiful nature trails supervised by the camp staff.
3. The camper will be oriented to environmental rules by their counselor.
4. At most camps, the camper may experience the joy of camping out under the stars.

SOCIAL DEVELOPMENT—

1. The camper will live in a cabin setting with up to 12 campers.
2. Each camper will participate in games that involve social contact.
3. The camper will receive verbal and role model encouragement from camp staff to make friends with campers and staff members.

TEAM AND RESPONSIBILITY DEVELOPMENT—

1. Campers will have responsibilities to maintain the cleanliness of their environment by assignment of duties to clean their cabin, bathrooms, dining facility, and campground.
2. The camper will participate in camp activities as a cabin group each day.
3. Campers will be given opportunity to help plan cabin free time and activities.

SKILL DEVELOPMENT—

1. Adventurer (7-9)/Jr. and Junior (10-11) will rotate through all activities with their cabin.
2. Junior (10-12)/Tween campers (12-14) will be enrolled in one land-based, water-based, craft, and nature class. Then will rotate through all afternoon activities.
3. Teen (grades 9-12) campers will choose four classes (one in each category). Then will rotate through all afternoon activities.
4. RAD camps (ages 13-16) are an opportunity for teens to experience a outpost trip to either through backpacking, canoeing or at base camps at Camp Au Sable.
5. Father/Son camps (all ages) are an opportunity for fathers' and sons' are able to plan a canoe or backpacking trip together and build relationships with each other and with God.
6. In some classes taught at Camp Au Sable, activity instructors will follow curriculum as listed in the Seventh-day Adventist Pathfinder honor booklet.

HEALTHFUL LIVING—

1. The camper will experience tasty, balanced, nutritious vegetarian food during their stay.
2. The camper will participate daily in a physically active schedule, which takes into consideration the variance in individual abilities.
3. The camper's counselor will discuss safety guidelines and expectations.

SENSE OF MISSION—

1. Through the presentations of the camp pastor and cabin devotions, the camper will be encouraged to participate in the life and mission of the Seventh-day Adventist church.
2. Through Christian campfire programming and special Sabbath programming, campers will be exposed to stories from the Bible, thus giving the campers a vision of what they can accomplish for their church.

Code of Ethics for Camp Counselors and Staff

The **American Camping Association** recognizes the camp counselor and camp staff person as the primary instrument through which the objectives, goals, and philosophy of the camp director/owner are transmitted to the child/camper. As such, the counselor/staff person should be aware of the following recommended ethical practices.

I shall endeavor to **understand and faithfully** interpret the camp philosophy, objectives, and goals in my relationship with the campers and all staff.

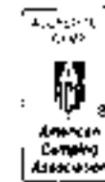
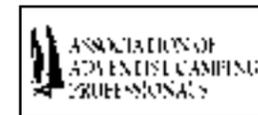
I shall **conduct** myself in an **exemplary manner** recognizing that I am an adult role model for my campers. By my behavior I will always try to demonstrate high moral values. I recognize that my conduct when I am away from the camp premises also reflects on the camp. I will make sure my actions are in harmony with the teachings/statements of the Seventh-day Adventist Church.

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 world of nature, helping them gain in self-confidence and self-concept, and of teaching them new skills. I will not allow bullying among campers or staff in any form and will keep my immediate director informed of any abuse.

I shall **refrain from abusive language** and any **form of corporal punishment or embarrassment** in my dealing with campers and other staff.

I shall be **accepting** of the diverse racial, national, religious, and cultural background of my campers and not seek to impose my own particular views. (It is recognized and accepted that a camp operated whether by or on behalf of an established church for a bona fide religious purpose may include religious teachings as part of its program.)



I HAVE READ AND AGREE WITH THE CODE OF ETHICS FOR THE CAMP COUNSELORS AND STAFF.

PRINTED NAME _____ **DATE** _____

SIGNATURE _____

A CAMPER IS:

A CAMPER...

is the most important person in our ministry.

A CAMPER...

is not dependent on us. We are dependent on them.

A CAMPER...

is not an interruption in our work. They are the purpose for it.

A CAMPER...

does us a favor when they call. We are not doing them a favor when we serve them.

A CAMPER...

is part of our business. They are not outsiders.

A CAMPER...

is not a cold statistic object. They're a flesh and blood human being with feelings and emotions like our own.

A CAMPER...

is not a name or a face or a number. They are individuals.

A CAMPER...

is not someone to argue or match wits with.

A CAMPER...

is a person who brings us their wants and needs. It is our job to fill those wants and needs.

A CAMPER...

is the lifeblood of this ministry.

A CAMPER...

is the person who buys our services and pays our salaries.

A CAMPER...

deserves the most courteous and attentive treatment we can give them.

The Way We Serve

While serving at Camp Au Sable is a busy and full-time opportunity, it is important to remember that above all else we are people experts. Our pleasantness and courtesy as well as the efficiency with which we handle our role are a part of the Camp Au Sable style. Here are a few tips that will help make your summer a success!

1. Practice a friendly expression with our guests as well as among ourselves. A friendly smile or greeting can lift others through a tough day.
2. Use friendly, courteous phrases. “May I help you?” “Thank you”, “We hope that your camper enjoys his/her stay,” “I appreciate having your child in my cabin.” Above all, we use “please” when giving any suggested directions to our guests. Our guests must be treated with courtesy and kindness in order to have them respect us. Remember, smiling and friendly phrases go together. Keep your sense of humor—especially when the going gets rough, when it’s been a tough day and everyone is exhausted.
3. Every camper is a special guest. Remember that even the worst camper you have is probably the best his/her parents have. Ninety-nine percent of the people we deal with are great, but it’s that one percent that are the real challenge. They may be hot, tired, hungry, frustrated, or had a flat on the way to camp. Perhaps all of the above. You may be very understanding and it may be up to you to turn their day into the positive one they had in mind when they got up in the morning.
4. Put some personal touch into your contacts with people. If you see someone wandering around with a bewildered look—ask if you can help them. When dealing with campers (we will have over 200 here at a time) we try to deal with them one at a time, giving each that personal touch that makes them feel special. Take time to answer questions, to help a lost camper find his/her way, to offer to snap a family picture on registration day so Dad can be in the picture, too. One personal experience, good or bad, usually makes the greatest impression.
5. Go to great lengths to support and help each other. Take personal problems, operation problems, or personal disagreements with policies to your immediate supervisors and try to solve them there. Complaints and negative comments accomplish very little except spreading bad feelings. Instead, take your problems to someone who can help. Strive to follow Matthew 18.

Minimum Staff Vocabulary

FLEXIBLE (flek’ se-bel). adj.

1. Capable of being bent without breaking.
2. Willing or disposed to yield.

CONSIDERATE (kon-sid’ er-it). adj.

1. Showing regard for another’s circumstances, feelings, etc.
2. Looking out for the welfare of others.

PUNCTUAL (pungk’ choo-el). adj.

1. Strictly observant of an appointed time.
2. Not late.

GENEROUS (jen’ er-es). adj.

1. Unselfish.
2. Abundantly meeting another’s needs (lit., of noble birth).

DISCIPLINED (dis’ e-plined). adj.

1. Trained to act in accordance with the rules.
2. Brought to a state of order.

ENTHUSIASTIC (en-tho’ zi-as’ tik). adj.

1. Having an intense or eager attitude.
2. Full of absorbing, lively interest (lit., possessed by God).

“YOUR VOCABULARY SPEAKS YOUR
WAY OF LIFE”

Job Descriptions

Camp Director

1. At least 21 years of age.
2. A minimum of 8 weeks full-time experience working with children.
3. A minimum of 4 weeks full-time administrative experience in organized camp.
4. Must be familiar with the Department of Social Services Administrative Rules for camps and the American Camping Association requirements.
5. Responsible for general camp administration.
6. Directs staff and daily program.
7. Responsible to president of the Michigan Conference of Seventh-day Adventists.

Camp Manager

1. Year-round resident at camp.
2. Supervises projects at camp.
3. Inspects each activity area to be sure it is operable and safe.
4. Directs physical preparation of evening program areas.
5. Directs the work crew.
6. Maintains the camp and equipment.
7. Responsible to camp director.

Associate Camp Director

1. Meet the above qualifications for age and experience.
2. In charge in the absence of camp director.
3. Plans and directs weekly program.
4. Responsible to camp director.

Executive Directors

1. At least 21 years old.
2. Demonstrates management skills, is motivational, and enjoys mentoring.
3. Oversees and is responsible for the year round operation of the Department.
4. Mentors the Summer Camp Department Director for effective leadership.
5. Is available to give guidance & assistance to the Department Director as needed.
6. Will keep the Camp Director informed of Department changes, safety concerns and needs.
7. Is a member of the Directors Meeting

All Assistant Directors

1. Assist the director in all areas.
2. Demonstrates management skills, is motivational, and enjoys mentoring.
3. In charge in the absence of camp director.
4. Responsible to their department director.

Camp Evangelist

1. Must have a passion for leading souls to Jesus and has experience making disciples.
2. Communicate expectations with each week's camp pastor. Example: make sure they understand the schedule/their responsibilities; pastors can play with the campers; visit the cabins for cabin worship and in general build relationships with campers.
3. Conduct Bible Study groups with campers that are interested in preparing for baptisms.
4. Coordinate camp baptisms
5. Be responsible for all camper commitment cards and coordinate with the local pastor for a follow-up plan with each camper once they are home. (We don't want anyone falling through the cracks). Also, coordinate with the office manager to record baptisms, decisions and stories that can be used for sharing and camp witnessing/promotions.
6. Create and keep an up to date resource library for age specific Bible studies, and personal growth materials available for all campers and staff
7. Create opportunities for Campers & Staff to reach out to the community in consultation with the camp director.
8. Is a member of the Camp Administrative Committee (ADCO).
9. Responsible to the camp director.

Nature Director

1. Dr. Gordon Atkins is currently the full time/year round Camp Naturalist.
2. Supervises and gives work assignments to the Nature Science staff.
3. Responsible for promoting nature into the camp program.
4. Give guided nature hikes and astronomy talks as needed.
5. Maintain and build nature trails.
6. Outpost Executive Director.
7. Responsible for the Nature Center, Telescope, and anything dealing with Nature.
8. Available to answer any camper/staff questions regarding nature

Nature Science Staff

1. Has knowledge/love of Animals, Astronomy, Biology, Chemistry and believes in Creation Science.
2. Dr. Gordon Atkins is your immediate supervisor or "Nature Guy."
3. Teach nature classes as assigned by supervisor
4. Will take time to research and study ways to promote nature among campers & staff
5. Is available during the lunch hour to serve as a "Time Off" Counselor.
6. Give guided nature hikes and talks as needed.
7. Maintain and build nature trails as instructed by the Nature Guy.
8. Be available for canoe trip staffing needs like loading and unloading canoes.
9. Primary work area is the nature center
10. Will be a member of a Cabin Family.

Programs Director

1. Highly organized and creative person that has a passion and skill for developing quality programs.
2. Develop and plan daily nighttime programming (kids camps & family camps) that would include but is not limited too: Sunday – First impression & worship; Monday – Wednesday – 3 part play; Thursday- Carnival/Rodeo/Worship; Friday- Passion Play; Sabbath- Church/ S.S. School/Afternoon/Vespers/Send Off
3. Monitor the all areas of the summer program for relevance and efficiency and suggest ways to improve in consultation with the Camp Director.
4. Oversea all Camp Counsels (morning worships).
5. Create and implement activities to boost Staff-Family moral and bonding.
6. Follow the Bible and Spirit of Prophecy standards for all programming associated with Camp Au Sable.
7. Fosters music selections in plays and programs that is uplifting & vibrant without compromise to worldly influence. No drums or electric guitars please.
8. Will submit all planning to the camp director for review before implementation.
9. Is a member of the Camp Administrative Committee (ADCO)

Field & Wheels Director

(Archery, Go-Carts, Mountain Bikes, Rc Cars and Trucks, Sport-a Day)

1. Supervise all staff assigned to your area.
2. Give instruction and oversee classes.
3. Coordinate and supervise rides, trips, and overnight campouts in your area.
4. In charge of all safety issues in your department including, but not limited to:
 - A. Proper training before camper participation.
 - B. Judgement on one's readiness for activity.
 - C. Proper maintenance and repair on all equipment or vehicles.
 - D. Follow ACA standards for safety and procedures.
5. Notify camp director of supplies or other needs of program.
6. Responsible to camp director.

Kids Camp (Family/Ministers/Teachers Camp)

General responsibility—supervise underage camper/support staff children (ages 0-7).

1. Provide supervision of all activities during the day.
2. Maintain a balance of indoor and outdoor play time with safety kept in mind.
3. Arrange with various directors of recreational activities for opportunities for staff children to participate (i.e. horseback riding, boating, etc.)
4. Provide a variety of fun activities for rainy days.
5. Use discipline that will bring desired results—NO PHYSICAL PUNISHMENT IS TO BE ADMINISTERED. If there is a problem, contact parent or child care director.
6. Responsible to child care director.

Waterfront Director

1. At least 21 years of age.
2. Previous experience in aquatic activities.
3. Have current lifeguard training in CPR, lifeguarding and/or WSI or ALS.
4. Overall responsibility for all waterfront safety.
5. Initiate and enforce strict and efficient water safety program in keeping with Red Cross.
6. Supervise swimming instruction in beginning-of-the-week swimming tests.
7. Arrange for specific responsibilities and schedules of all lifeguards.
8. Maintain neat appearance of immediate area of waterfront.
9. Responsible for maintenance and inventory of all waterfront equipment.
10. Prepare and report progress of campers' swimming accomplishments at the end of the week.
11. Instruct staff and campers each week regarding water safety for swimmers.
12. Report to camp director immediately in event of unaccounted-for-swimmers and initiate search.
13. Responsible to camp director.

Lifeguards / Waterfront Staff

1. Hold a current lifeguarding certificate from the American Red Cross.
2. Ideally, working toward advance certification (WSI, & LGI)
3. Maintain a strict personal fitness plan that would include daily swimming.
4. Implement strict camper/swimmer safety standards as outlined by the American Red Cross, State of Michigan, Waterfront Director and attend weekly safety meetings.
5. Be available during the lunch hour as a Time Off Counselor (T.O.).
6. Will take assignments from the Waterfront Director

Food Service Director

1. Have a superior knowledge in safe and tasty food preparation for large groups.
2. Be "Food Safe" Certified
3. Adhere to all American Camping Association and Michigan State guidelines.
4. Train & mentor the kitchen staff to provide a safe and clean working environment.
5. Train and give job assignments to the kitchen staff in food preparation in a fun and positive way.
6. Provide a balanced healthy plant based vegetarian diet for 3 meals per day and provide options for various dietary needs.
7. Work with the program director, Camp Director and Camp Manager to provide support in programming needs.
8. Responsible for cleanliness and decor for all the dining hall and kitchen areas including cleaning outside the dumpsters.
9. Create a pleasant and friendly environment for all dining hall experiences.
10. Report directly to the Camp Manager and the Camp Director

Food Service Staff

1. Maintain personal cleanliness, as well as in food preparation.
2. Prepare meals to be served on time according to the camp schedule.
3. Responsible to food service director and assistant.
4. Responsible for dining hall setup and cleanup.
5. Dishroom and pots & pans setup and cleanup.
6. Responsible for Sunday dining hall preparation.
7. Must be first in line to eat so they are ready to clean dishroom and pots and pans.
8. Responsible to food service director and assistant.

Boys'/Girls' Director

1. At least 20 years of age.
2. At least one year of counseling experience.
3. Knowledge of counseling techniques and responsibilities.
4. Ability to guide, direct, and supervise campers and counselors.
5. Organizes and directs the work of the counselors.
6. Maintains discipline support for counselors.
7. Enforces quiet time and curfew in respective areas.
8. Inspects camper quarters and keeps unit scoring.
9. Responsible for overall surveillance of respective areas during classes, activities, and free time.
10. Assists teachers in helping get absent campers to their class/activity.
11. Responsible to camp director.

Counselor

1. At least 18 years of age.
2. Have some knowledge of child development and a love for children.
3. Responsible for the total well-being of each assigned camper.
4. Be familiar with all camp policies.
5. Maintain constant supervision of assigned campers at all times when they are not under the direction of other staff personnel.
6. Report accidents or symptoms of illness to camp nurse promptly.
7. Use discipline that will bring desired results — NO PHYSICAL PUNISHMENT IS TO BE ADMINISTERED.
8. Lead nightly cabin worships and encourage learning of daily memory verse.
9. Responsible for neatness of unit quarters at all times, including own personal area.
10. Maintain quietness before reveille, during rest period, during meals, during meetings, and after taps.
11. Generate a positive and enthusiastic attitude regarding the total camp program and see that campers have the opportunity to become actively involved.
12. See that campers follow the daily schedule.
13. Responsible first to the village director and then the camp director.

Swing Counselor

1. Free counselors for their weekly time off in which personal needs can be met.
2. Provide for enrichment of spirit by means of a mental and physical reprieve from the rigorous demands of counseling, and thus to boost morale and enhance the counselor's ability to meet each week's challenges.
3. Responsible to the boys' and girls' directors.
4. Follow all counselor guidelines.

*A swing counselor will be assigned a different unit each day until all counselors have had their time off. This will require thorough preparation on the part of each counselor, as well as the swing counselor. The swing counselor will also have a weekly time off period.

Assistant Counselor

1. Sleep in the chosen cabin with the campers.
2. Provide for enrichment of spirit by means of a mental and physical reprieve from the rigorous demands of counseling, and thus to boost morale and enhance the counselor's ability to meet each week's challenges.
3. Responsible to the boys' and girls' directors in matters relating to campers.
4. Arrange daily time off with head counselor
5. Follow all counselor guidelines.

Teacher/Activity Leader

1. Responsible for either developing class material or executing lesson plans.
2. Responsible department director

High Adventure Director

1. At least 20 years of age.
2. Previous experience in climbing wall/ropes course activities.
3. Have had instruction in climbing wall/ropes courses.
4. Have overall responsibility for climbing wall/ropes course safety.
5. Initiate and enforce strict and efficient safety.
6. Arrange for specific responsibilities and schedules of all belayers.
7. Maintain neat appearance of immediate work area.
8. Responsible for maintenance and inventory of all safety equipment.
9. Prepare and report progress of campers' ability at the end of the week.
10. Instruct staff and campers each week regarding course safety.
11. Responsible to camp director.

High Adventure Staff

1. At least 20 years of age.
2. Previous experience in climbing wall/ropes course activities.
3. Have had instruction in climbing wall/ropes courses.
4. Have overall responsibility for climbing wall/ropes course safety.
5. Initiate and enforce strict and efficient safety.
6. Arrange for specific responsibilities and schedules of all belayers.
7. Maintain neat appearance of immediate work area.
8. Responsible for maintenance and inventory of all safety equipment.
9. Prepare and report progress of campers' ability at the end of the week.
10. Instruct staff and campers each week regarding course safety.
11. Responsible to High Adventure Director.

Maintenance/Work Crew Director

1. Has a superior knowledge and skill in construction, building & vehicle maintenance.
2. Responsible for assigning and supervising maintenance/work crew staff in all building and maintenance needs.
3. Reports directly to the Camp Manager
4. Consults with the Camp Manager and Camp Director in matters outside normal responsibilities and purchases.
5. Promotes and hold staff accountable to the highest standard in safety. Safely train staff (18 years +) on how to use power (anything with an engine) and non power equipment
6. Conduct a weekly safety meeting with the maintenance/work crew staff.

Maintenance/Work Crew

1. According to government regulations, you must be at least 18 years of age to use power equipment and ladders.
2. Responsible for general building repair and maintenance including light carpentry.
3. Daily upkeep of the grounds including, but not limited to: camp path maintenance, lawn care, shrubs, flowers, etc.
4. Vehicle and machine maintenance as applicable.
5. Responsible to assistant camp manager.

Night Watch

1. At least 18 years of age.
2. Responsibilities begin after campfire or as needed by camp director.
3. Ensure that all buildings are secure and keep a watchful eye for people who are out of place.
4. Clean bike/kitchen/family room as needed.
6. Responsible to camp director and/or assistant director.

Janitorial Director

1. Must have a thorough understanding on how to create and maintain a clean environment in living and non-living spaces.
2. Have a superior knowledge on how to prevent disease and sickness through sanitary guidelines using cleaning supplies that the camp will provide.
3. Supervise the janitorial staff in keeping clean all camp buildings assigned by the Executive Director.
4. Create and preserve a fun and positive work environment for the Janitorial staff.
5. Responsible to the Executive Director

Janitorial Staff

1. At least 16 years of age.
2. Have knowledge of washing machine and dryer operation.
3. Change beds/towels and clean medical building on Sundays.
4. Clean and maintain Forest Lodge.
5. Clean showers in all restrooms.
6. Responsible to Janitorial director.

Laundry Director

1. Must have a thorough understanding on how to create and maintain a clean environment in living and non-living spaces.
2. Have a superior knowledge on how to prevent disease and sickness through sanitary guidelines using cleaning supplies that the camp will provide.
3. Supervise the laundry staff in keeping the laundry clean and sanitized for all camp facilities and staff.
4. Create and preserve a fun and positive work environment for the Laundry staff.
5. Responsible to the Executive Director

Laundry Staff

1. At least 16 years of age.
2. Have knowledge of washing machine and dryer operation.
3. Job duties include but are not limited to the following areas.
 - A. Wash, dry, fold, and place laundry in designated baskets for pickup by staff.
 - B. Keep laundry room and equipment clean.
 - C. Wash and fold lost and found clothing.
4. Responsible to Janitorial director.

Audio/Visual Director

1. Has a high level of knowledge in video editing, photography and sound equipment.
2. Creative, organized and self motivated.
3. Responsible for:
 - Producing a weekly camper video (DVD) and slide show (CD) for programs to use that is ready for campers to take home;
 - Staff trading cards;
 - Maintaining and setting up the sound system for all programs;
 - Take care of all department equipment.
4. Provide support to the programming director
5. Reports directly to the Executive A/V Director

Staff duties and Responsibilities as Assigned by Camp Director

1. Make sure living areas are neat and clean
2. Monitor bathroom cleaning
3. Maintain check-in at 11:00 pm and lights out at 12:00 pm.
4. Sleep out requests must be approved by camp director.
5. Location for sleep outs include:
 - A. Fort
 - B. Wagon Train
 - C. Indian Village
 - D. Gazebo
 - E. Family Wilderness Area
 - F. Boardwalk
6. Changes in housing/sleeping area
7. Enforce camp policies (i.e. music, computer, TV, etc.)
8. Assistant gives permission for days off.

Staff Policies

Personnel Principles & Practices

Our relationship to Christ—The success of our spiritual ministry to individual campers depends on the quality of our staff. We should realize that young people are greatly influenced by the lives of those who serve and lead them. What we are is more important than what we say. It is important for each of us to live the Christian life so that we will clearly reflect Jesus in our attitude and actions. Our priority must be our daily quiet time with the Lord, never permitting Satan, our busy schedule, or tiredness to cheat us of this time.

When you have over a hundred people in one place, each responsible for their own job, a smooth running program requires some boundaries and lines of discipline. These help us work together smoothly and with a minimum of misunderstandings. We are all expected to abide by the guidelines.

It is our privilege by God's power to bring personal habits and actions into harmony with a Christ-like life, the goals of Camp Au Sable and the ideals of the SDA church (these are found in the Camp Au Sable and SDA Church Manuals) No matter where you are or what you're doing during the summer, you represent Camp Au Sable, and more importantly, Jesus.

The role of the staff—While serving at Camp Au Sable, it is important to remember that above all else we are in the people business. Our pleasantness and courtesy, as well as the efficiency with which we handle our role, is a part of the Camp Au Sable style. Here are a few tips that will help make your summer a success!

Our relationship to our campers—We are here to serve each camper. Seek God's love and understanding for each child—not just the more likable ones. Watch out for those who have problems. Those who are the most unlovable are those who need our help. Learn their names and show a personal interest in them.

Our relationship to our individual responsibilities—To be successful in our ministry here at Camp Au Sable, it may be necessary to give up some of your "rights." You may be asked to take responsibilities or to do additional things outside of your department that you were not specifically hired for. If this occurs, remembering your commitment and overall ministry objective will be key.

Our relationship to other staff members—Scripture describes us as members of Christ's body and teaches that we not only need Christ, the Head, but we need each other. We are a team and are to encourage and build up one another. There are areas in which each of us can learn from others. Where there are people, naturally there are problems. Ask yourself, "Am I helping with the solution or am I part of the problem?" Rewards of your effective service will be the lifelong friendships made at camp. The value of your ministry will be measured in part by the memories others have of you, positive or negative.

Go to great lengths to support and help each other. Take personal problems, operation problems, or personal disagreements with policies to your immediate supervisors and try to solve them there. Complaining and negative comments to each other accomplish very little except spreading the bad feelings. Instead, take your problems to someone who can help.

Our relationship to the chain of command—The camp director has final authority over all personnel and activities at the camp. You are directly responsible to your director whether it is the waterfront director or the girls' director.

Your Spiritual Growth

Spiritual growth should be a continuous process in every Christian life. Our growth and consistent good example will encourage growth in others, especially younger Christians. One important factor in spiritual development here at camp is attendance at morning staff worships and evening campfires. These are planned with our needs in mind and are the best opportunities we have as staff to get together for fellowship and spiritual growth. Because of the nature of our ministry, we need to pray and study God's word together. All staff are expected to attend these sessions, except during scheduled time off or assigned duty.

Devotional Time—In addition to required staff worships, staff are urged to develop their own daily time and place for communion with God. The extra demands placed upon staff members at camp make this strengthening of one's spiritual life a must.

Staff Social Life & Practices

Town Trips—Staff members are not to leave the camp without permission, except during the regular time off. You will be expected to be back by 11:00 pm. Please be sure to sign out on the sign out sheet which will be posted in the hallway outside the office. REMEMBER, WHEREVER YOU GO, YOU REPRESENT JESUS CHRIST AND CAMP AU SABLE.

Dating—Our primary responsibility is to serve the needs of the campers. If a dating relationship is established or already exists, it is important that the individuals involved will make it their primary responsibility to serve the needs of the campers and the ministry of Camp Au Sable in a godly biblical way. In order to protect a staff member's ability to put the campers first, those in a dating relationship should not be together when one or both are on duty unless the circumstances require it. Your T.O. time and day off will be your opportunity to spend time together. Because of the influence we have on other campers there should be no hand holding, back rubbing, or any other physical contact with the opposite sex. ABSOLUTELY no dating if you are under 18 years old. NOTICE: Absolutely no camper/staff relationships will be acceptable. Failure to follow this procedure will be grounds for dismissal. No exceptions!

Vehicles

Staff Cars—All staff cars should be parked in the appropriate places as announced and driving throughout the camp should be kept to camp vehicles only. Driving PERSONAL VEHICLES to work areas or campfires will not be permitted. Camp Au Sable is not responsible for your car at any time.

Staff Car Insurance—Campers may not ride in a staff person's car without the owner's proof of insurance. The necessary liability will need to be at least \$100/\$300,000.

Staff under 18—For drivers under 18 years of age, personal vehicles will be parked in the designated area and used only for transportation to and from their home. Staff under the age of 18 are required to have written permission from parent/legal guardian of staff they may leave campus with. Permission must be obtained from any member of the administrative staff prior to leaving campus and staff are to sign out indicating who permission was obtained from.

Camp Automobiles and Trucks—Drivers must complete an inservice before driving any conference owned vehicle. A valid driver's license is required to operate any vehicle. You must be at least 21 years old and have a chauffeur license to drive any camp passenger van with passengers except golf carts & tractors. Golf cart drivers must be 18 years old to have passengers. Any exception must be pre-approved by the camp director. All camp vehicles, which include trucks, buses and bicycles, need to be parked in their respective areas at the end of the activities for each day. They are not to be taken to the cabins or to campfire locations after hours. You must be at least 21 years old and have a CDL to drive the camp bus.

Camper Transportation—It is the policy of Camp Au Sable not to transport campers in private vehicles. Any exceptions need to be cleared with camp management.

Speed Limit—Speed limit throughout the camp is 15 mph, unless conditions demand it to be less. All vehicles, including camp and privately owned vehicles, must be driven carefully and under control at all times.

Motorcycles—Staff members and family campers using motorcycles at Camp Au Sable must follow Michigan state law and always wear a helmet while riding.

Bikes/Rollerblades—When riding bicycles on camp property, (camp owned or personal), ALL staff and campers are to wear protective head gear. No bikes are to be ridden on porches or sidewalks. For roller blades, protective head gear as well as wrist, elbow, and knee pads must be worn. Remember, we are to be an example to our campers—safety first!

Dress & Appearance Standards

Personal Appearance—The personal appearance of the staff is important both as a role model to campers and as a representative of Camp Au Sable. Camp Au Sable's appearance policies are not intended to make a value judgment on staff members or other individuals. Rather, we recognize that the majority of parents who send their children to Camp Au Sable are very aware of and opinionated about the role models to whom they entrust their children and that children of camp age are influenced in powerful ways by their counselors—whether the counselor intended to influence in a particular way or not! Therefore, all aspects of personal appearance are subject to the approval of the camp director in regard to its appropriateness for Camp Au Sable staff.

In these days of fading standards, our testimony includes modesty in dress and conduct. We dress informally and avoid extremes in clothing. All clothing for girls is to be modest and non-revealing (please no tight-fitting clothes). The staff is an example to campers and outsiders of the character of our ministry. It should not be necessary to give an apology to the public for any staff member's appearance.

What type of shorts are acceptable? For men and women, "Dockers" or other knee length shorts are appropriate. Staff should only bring shorts that are 3 inches or less above the knee. We expect that you will use your own mature judgment in the selection of your camp wear for the summer. We want to look professional, although we dress in a relaxed fashion. Please do not bring tank or spaghetti strap tops. Sleeveless blouses/shirts will be allowed. All shirts must cover the midriff (stomach) area when arms are raised.

Swim Wear for Girls—Modest one-piece suits having no cut outs in the stomach, bust, or hip area. We require girls to wear board shorts over their swim suits.

Swim Wear for Guy—Must be of the boxer trunk style or cutoff jeans. Tight or stretch knit suits will not be acceptable.

Sabbath Dress—Girls: skirts or dresses. Guys: slacks or dress shorts and sandals. Sabbath dress should always be neat and clean to honor our Lord. Find a way to make Sabbath special! Following church service, more comfortable clothes may be worn. A special Sabbath shirt will be provided and we expect that shirt to be worn each Sabbath after church.

Hairstyles—Men and women should be clean and neat and not attention getting. Hair may not be an unnatural or unusual color.

Jewelry—No jewelry is allowed to be worn at anytime during the summer. This includes rings, earrings, necklaces, decorative bracelets or friendship bracelets. Only clear nail polish should be worn on fingers and toes.

Conduct—Remember that all you say and do influences campers and other staff members. Do your best to be the best role model a parent could want for their child! If in doubt about how these policies may apply to you please feel free to ask.

Visitors

Staff members are to report any situation involving the intrusion of unauthorized persons to one of the following: camp director, assistant camp director, boys'/girls' director, camp manager, office manager, or night watch. The contacted person will be responsible to see that all others previously listed are notified. Warranted action will be taken. Local law enforcement will be notified if the situation requires it. Staff should be observant for unknown visitors, and unknown visitors should be spoken to by one of the above named staff when deemed necessary.

Guests—Visitors can distract staff members from effectively carrying out their responsibilities. The director does not mind visitors coming to camp as long as staff members continue to faithfully fulfill their duties and proper arrangements have been made. Arrangements should be made with the camp office for any visitors prior to the visit.

Meals— When there is room, your immediate family is welcome to come for a complimentary two-day visit. Contact the housing director for permission. Immediate family includes parents, siblings, & grandparents. Meal tickets are \$6 per, and FREE for children under 3. The staff member being visited assumes financial responsibility for his/her visitors' meals. Please give a 24-hr notice for all visitors.

Procedures

Care of camp—We have a beautiful camp that God has entrusted us with. Let us be good stewards and take good care of the facilities that God has given us to enjoy. Each staff member should be a committee of one in picking up litter, seeing that things are put away, and pointing out areas that need work and upkeep. We are all members of the work crew. Let's make their job easier.

Communication—Staff should be aware of daily announcements made in worship or at breakfast. The announcements will be posted at the office daily as well as the bulletinboard in the lobby of the Main Auditorium.

Curfew/Lights Out—Each staff member should be familiar with the daily schedule and is expected to be present, on time, and alert to perform their respective duties. In order for this to be accomplished, as much rest as possible is important. All non-counseling staff members should be in their sleeping quarters by 11:30 p.m. No mixed company after 11:00 p.m. without the camp director's prior approval. Prior arrangements are to be made with camp administrative staff for any exceptions. Staff members or campers found to be anywhere other than their assigned areas during the night without having made previous arrangements are subject to immediate dismissal.

Utility Emergencies—Any failure of water, electricity, gas or phone should be reported immediately to the camp management.

Food—No food other than that which is served at meal time should be taken from the kitchen supply unless previous arrangements are made with the cook. Staff are not to purchase food or treats for campers. Only authorized personnel are to purchase food for the camp.

Kitchen Policy—Only kitchen personnel and dish room personnel will be permitted to go into the food preparation area of the kitchen. Any exceptions to this must be authorized by the food service director.

Office Machines—Only designated staff will be allowed to use the copy machine. Any secretarial work that needs to be done should be done in cooperation with the office secretary. Please allow adequate time for the office personnel to work your copy needs into their schedule. Completed copies will be placed in the department director's mailbox. A fax is available at a cost of \$1.00 to cover phone costs. Only office personnel are to send faxes.

Availability for Needed Job Assignments—From time to time during the camp program there will be extra programs and activities put into the program such as banquets, etc. All staff members will be expected to participate in all programs of the camp unless otherwise excused by the camp director. Each staff member should support the program of staff members working in different areas of the camp program.

Besides regularly assigned duties, general staff responsibilities include but are not limited to: kitchen and dining room cleanup, recreation supervision after supper, and cabin supervision.

All camp staff are considered by the camp administration to be available for the total camp ministry needs regardless of primary work assignments or assigned contract. It is expected that the staff will exhibit a willingness to be used wherever needed. We are here to serve in all aspects.

Campfire—All summer staff are expected to be at the campfire programs. Record will be taken. Skit cast members (with the exception, of counselors) will report to program area 15 minutes prior to campfire. Counselors will sit in the middle of their unit. Non-counseling staff are expected to join their cabin family during the program. Song leaders must have music pre-selected. Days off begin after the program is over.

Days Off Policy—During most of our camp time, staff members will be given one day off each week. For all staff, your day off begins after the evening program. Counselors be sure that your replacement is with your campers before you leave. Your day's off will end at the beginning of the evening program. Staff members should use this time for refreshment and revitalization.

ACA Standards for Days' off—ACA standards require that staff members receive 24 hours off every two weeks. We endeavor to give you much more than that. Each week the staff will receive time off beginning after campfire one evening and ending at campfire line call the next evening. It is very important to be back from your day off on time. Please don't try to cut it close. Failure to be back on time could lead to loss of your day off the following week.

Staff Appointments—Our campers expect the "show to go on schedule" so staff must be on time to all appointments. "Presenteeism" and "on timeism" are a part of "our style." Camp guests are expected not to hinder staff members in any way with the regular fulfillment of their assignment. Staff members should not expect the camp administration to grant special time-off considerations to them due to a visit by a guest, either expected or unexpected. Campers come first! Staff should advise their family and friends to visit them on their day off. Immediate family visits should be limited to one or two nights and are subject to availability. Staff must advise camp administration of expected guests.

Staff Worship and Meetings—All staff are required to attend worships and staff meetings ontime. Ontime means five minutes before the worship/meeting begins.

Wedding Attendance—Wedding attendance will be counted as a day off. Plan accordingly. If more than one day is necessary and you need to be gone for parts of two weeks, then your days off will be moved to the end and beginning of the consecutive weeks involved.

Telephone—The camp office phones are for business or emergency use only (989-348-5491). Please give your friends and family the number of your cell phone.

Hospitalization Medical Care—Each employee is covered by Workman's Compensation insurance. This covers expenses due to injury sustained when the employee is caring for responsibilities related to his employment. Personal injury and car damage sustained during time off is not covered by camp insurance. Medical illness (not related to work at camp) requiring treatment will be paid for by each staff personally. Any medical treatment not reported and verified by the camp nurse within 24 hours of the injury might not be covered by the camp or workman's compensation.

Music—This very sensitive and subjective area can be a major concern for guests and parents as they evaluate our camp program. Because this is a Christian camp, all staff members are expected to use good taste in their listening habits. Conservative is the key word that will produce harmony between guests, staff, and directors. The playing of rock music, country music, blues, jazz, etc., will not be permitted. CD players and MP3 players with earphones are permitted only in the sleeping areas and are NOT to be used around camp. Camp Au Sable is a place to tune in to others, not tune out. Music played so that others can hear it must be approved by the camp director. If others can hear it, the director's question will be not what one likes to hear, but what our guests expect to hear. This music evaluation is for both "Christian" and secular music. We must always remember the great influence we have on campers. Much harm can be done if a staff member does not follow this music policy.

Musical Instruments—Please do not bring electric guitars, drums, or electric bass guitars to camp. We do, however, encourage electric acoustic guitars, flutes, violins, trumpets, etc. We want to incorporate any of these musical instruments into our camp programming.

Computers—We do allow computers at camp. Our time together is a great opportunity to take a break the technology that often distracts us from our Creator. When you consider using your computer, ask yourself, "Is this something I will do with Jesus in heaven?"

Note—Please keep all activity on the computers within the Christian standards that have been set by our church. If a staff member participates in an inappropriate Internet activity, the staff member's employment will be terminated.

Firearms—No firearms, paint guns, or beebe guns are allowed. Archery equipment should be checked in with the archery director.

Taking Pictures—No pictures should be taken of any private nature. Pictures found will be grounds for immediate loss of your job.

Sleeping Areas—All staff will be expected to sleep in their respective areas unless specific arrangements have been made with the camp director and night watch. Staff members are expected to keep their quarters neat and clean at all times. Periodic inspection of quarters will be made. All sleeping areas are considered private and off limits to campers and other staff. At no time should a staff person be in the sleeping quarters of the opposite gender. NOT EVEN FOR JOKES OR PRANKS!! Failure to abide by this is cause for immediate dismissal. Be sure to sign out in residence hall if you have arranged to sleep somewhere other than your assigned room.

Leaving Camp—Trips will be allowed away from the camp only when it does not interfere with your regular work. Arrangements for this should be made ahead of time with the camp director. When an absence is necessary for an extended period of time the pay will be prorated at 1/7 the weekly rate.

Registration Day—This is Camp Au Sable's public relations day. All staff members will want to make this day a success. Campers will be sad to leave, and new ones will need welcoming. Parents will have mixed emotions, and they will need information and a courteous, helpful, patient staff. All staff are to be clean and well-groomed and wearing their Camp Au Sable staff shirts.

Mail—All staff members have a mailbox at the office which will be assigned the first week of camp. Mail is received at the office after 3:00 pm. Any packages too large for a staff member's mailbox will be placed on the counter above the mailboxes and a note will be placed in your mailbox requesting pickup.

Laundry—Always communicate special needs to the laundry person; laundry personnel will do their best to assist you, but will not be responsible for lost, damaged, or stolen items. If you would like to do your own laundry, there is a laundry mat in town, which can be utilized on your day off.

- Services are provided for all resident staff members.
- Designated days will be posted.
- Staff are not allowed to use the laundry facilities on their own.

- Permission to remove linens or housekeeping equipment must be obtained from the housekeeping director.
- If you choose to have Camp Au Sable laundry, sign up with the Housekeeping Director.
- Please put your name on your clothes, and laundry basket/bag. Please do not mix items with your roommates laundry.
- Drop off laundry as soon as possible in the morning, but no later than 9:30 am. (You may also drop it off the night before between supper and 11:00 pm.)
- Pick up laundry same day dropped off (Laundry room will be locked by 11:00 pm).
- There is little space to hang up wet clothes, please limit hang-up items to 5 articles.
- We will be using cold water and hypo-allergenic detergent. You may supply your own detergent if there is any concern.
- Staff lost & found basket will be located in the laundry room. Please feel free to drop by if you are missing something.

Pets—We have a no pet policy, except by special permission by the camp director.

Swimming—There should be no swimming other than at the regularly scheduled times, unless special arrangements are made with the waterfront director and a lifeguard is present. No night time swimming is allowed.

Repairs and work requests—All requests for repairs and other work must be made through the camp office.

Purchasing for camp—All purchases must be approved by department director and camp director. All purchases that are charged to the camp or reimbursed for should be arranged with the department director before hand. All purchases are made once a week. Listen for what day they will be made. (Please plan ahead.)

Store purchases and extra crafts—For all summer staff, a 10% discount on all store purchases will be given. Each person will receive a \$50 credit limit. Your store bill must be paid before additional credit will be extended. You may pay for charges incurred, or pay for them at the end of the summer before you leave. There can be no advances on scholarship or payroll checks from the conference. For both store and craft purchases, accounts must be paid-in-full prior to checking out at the end of the summer.

Gratuities—Staff personnel are prohibited from accepting monetary or other expensive gifts from campers or their parents.

Keys—Staff must sign for any key taken from the office. A charge of \$20 per key will be charged if it is not returned. Key arrangements should be made with the camp office. All keys must be returned at the end of the term of employment.

Loyalty—Each staff member has been selected very carefully, largely due to your loyalty to your God and your church. Again, this summer, your attitude and loyalty will determine whether you have an enjoyable and meaningful summer or not. You may not understand or agree with everything, but your camp director will do his very best to help you have a great summer, one in which you can fulfill your dream of ministering to others. Your loyalty to the camp program, the camp administration, and to each other will help us all reach our goals for the summer.

Sabbath Preparation—Let's make Sabbath the best day of the week! To do this, we must start on Friday to prepare the camp and our hearts for this very important day. The Sabbath morning program is more relaxed but needs to be organized and planned as any other day. All staff are expected to attend and be involved in the Sabbath services and activities during the day. Don't miss them. Sabbath begins at sundown Friday, and its influence and atmosphere remains through sundown Saturday night. All Sabbath activities will reflect general camp policies whether on the grounds or away from camp. Let the campers know that Sabbath can and should be a joy. Certain duties will still need to be maintained, so all should be willing to carry their share on Sabbath.

Termination of agreement—A staff member's contract may be terminated by camp administration for failure to adequately perform, for improper conduct, and/or for improper attitude. In case of early departure or dismissal from camp, or should camp be shortened by a fire, epidemic, accident, etc., the staff member's reimbursement will be prorated.

End of summer check out—Before checking out, staff living quarters must be cleaned and inspected. Inform the camp ranger or director of any repairs that need to be made. A \$25 per person cleaning fee will be deducted from scholarship for failing to check out.

Radio Etiquette—Camp radios are issued to each department director. By this means, the camp director is in touch with all areas of the camp program on a continuous basis. Departments also have access to health personnel through radio communication 24 hours a day when needed. From the office, needed law enforcement, fire or medical assistance can be obtained. To assure proper charging and maintenance, all activity area radios need to be turned in every evening. All overnight camp-out trips will have a minimum of 1 radio assigned to the leader of the group. The following personnel keep their radios on 24 hours per day: camp director, assistant camp director, girls'/boys' directors, office manager, and nurse. Night watch will also keep a radio turned on during their shift to assist where needed.

Tips for Radio Use—

- No messing around unnecessarily.
- Always be polite and courteous.
- Except for emergencies, never handle problems over the radio.
- Remember, everyone is listening including our guests of the camp and those monitoring our radio use away from camp.
- Be responsible for your unit.

How To Get Hired Back

It is an honor and privilege to be on the Camp Au Sable summer staff. Many hours, dollars, prayers and extra effort have combined to bring together and support a staff that will serve the Lord in this special place. There are certain things that are important to remember.

- Follow directions, guidelines, and the leadership.
- Be a doer (giver vs. taker).
- Share in the vision of ministry which God has placed you here to be a part of.
- Servants hearts--Your job is crucial for the camp's success. Give yourself to the ministry of serving others before yourself.
- Complaining, comparison, and sarcasm have no place within our framework. Do not get caught in this trap.
- Staff and camper relationships are the heart of the matter. This is #1. Make the effort to stay in touch with the campers after camp.
- The spiritual ministry of Camp Au Sable largely depends on you. Therefore, it is of the utmost importance that you guard your time with the Lord.
- Safety is essential. Any lack of commitment in this area destroys your chances of another summer

How To Get Fired

A firing is a disappointment to all concerned. It is an occasional reality. There are two basic ways to get fired from summer staff; the fast way for a major act or incident, or the slow way for patterns of attitude or actions that are unacceptable.

1. The fast way: (This is a partial list.)
 - A. Any actions jeopardizing the safety of a camper, other staff member, or yourself.
 - B. Reckless operation of any vehicle or machine.
 - C. Sexual misconduct.
 - D. Child abuse.
 - E. Use of or possession of tobacco, alcohol, or illegal drugs.
 - F. Misuse of safety equipment.
 - G. Being in the opposite gender's housing facility.

No additional warning will be given.

2. The slow way: (This is a partial list.)
 - A. Negative or derogatory comments concerning food, program, staff, or decisions except through proper channels.
 - B. Tardiness or absenteeism.
 - C. Negligence toward camper comforts and needs.

One or two warnings (written or verbal) will be given before action is taken.

All salary and benefits end with the termination. This includes meals and lodging. Lodging will be maintained for minors until parents can be contacted. Occasionally a staff member will be placed on paid leave while facts are being gathered. Such cases would include child abuse, safety violations, and sexual misconduct. In these cases salary would continue while all other benefits would be terminated. The staff member would be required to leave the camp setting.

Child Protection

Child Protection Law Plan

Definitions From Michigan State Law

“Child” means a person under 18 years of age.

“Child abuse” means harm or threatened harm to a child’s health or welfare by a person responsible for the child’s health or welfare which occurs through non-accidental physical or mental injury, sexual abuse, or maltreatment.

“Child neglect” means harm to a child’s health or welfare by a person responsible for the child’s health or welfare which occurs through negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.

Staff Procedures

1. Upon arrival of campers, the health officer will screen all campers as to their physical condition. Any bruises, cuts or markings on the child’s body shall be noted.
2. The counselors shall watch for any signs of child abuse or neglect.
3. If child abuse is “suspected,” report to the Camp Director.
4. If a camper confides in you of having been abused or neglected, only relate this information to those in authority. Do NOT tell any camper or other staff member! You may be called upon to testify in court!
5. Campers’ records and applications shall be kept confidential. No one shall have access to the camp and campers’ files except the Camp Director, unit leaders, health officer, and camp secretary.

Reporting Procedures

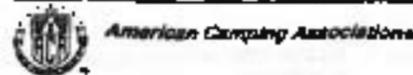
1. The Camp Director shall make an oral report within 8 hours.
2. Within 72 hours a written report shall be made to the department of Social Services. The written report shall contain the name of the child and a description of the abuse or neglect. If possible, the report shall contain the names and addresses of the child’s parent/guardian(s), or the persons with whom the child resides, the child’s age, and other information which might establish the cause of the abuse or neglect, and the manner in which it occurred.
3. If the camper seems to be injured, medical treatment will be given by the nearest hospital or doctor-on-call.
4. Reporting is handled through the local county Department of Social Services.

INDICATORS OF CHILD ABUSE AND NEGLECT

Category	Child's Appearance	Child's Behavior	Caretaker's Behavior
Physical Abuse	<ul style="list-style-type: none"> Bruises and welts on the face, ears, or mouth; - various stages of healing on large areas of the torso, back, buttocks, or thighs or in small pattern, clusters, or reflection of the instrument used to inflict them; or severe abrasions, surface areas. Burns (open or unburned areas, glove or sock-like marks, or deep or superficial burns on the wrists or dorsa) and scalds or scorching on the arms, legs, neck or other parts of the body; scalds or burns on the face from a grill, etc.; sores on the lips. Swollen, red, raw, or nasal fractures; eye or maxillary or other (low angle) fractures; fractures in various places of the neck; - lip or fracture; any fracture in a child under the age of two; - abrasions and lacerations to the mouth, fingers, or feet; - the external genitalia hair or bite marks 	<ul style="list-style-type: none"> History of physical contact with adults in the home or when with or directly demonstrating involvement in behavior (e.g., extreme aggression or withdrawal). Seems frightened of parents. Change in play by parents. 	<ul style="list-style-type: none"> Has history of violence as a child. Doesn't know the line appropriate to child's age, temperament, and bond for offering "spank", whipping, etc. satisfactory, or no explanation of child's injury. Shows unconcerned about child. Significantly minimizes child's (e.g., sees no mark, it's not a monster, etc.) May drink or be intoxicated. Is a very violent or other major offender. Attempts to conceal or deny injury or to protect identity of person responsible.
Neglect	<ul style="list-style-type: none"> Consistently dirty, emaciated, or malnourished Wounds or abrasions for extended periods of time or when engaged in dangerous activities Consistently late in getting care Has malnourished child or problems of severe nature medical care Is neglected, abandoned, or sent from attending school Has been institutionalized. 	<ul style="list-style-type: none"> Is engaging in delinquent acts (e.g., vandalism, drinking, prostitution, drug use, etc.) Is truant or skipping school. Runs away from school. 	<ul style="list-style-type: none"> Maintains record of other delinquency Maintains accurate home file Shows evidence of anxiety or fear by the child's face or if involved into some Has long-term charge - truancy Has history of neglect as a child
Sexual Abuse	<ul style="list-style-type: none"> Has sores, rashes, or bloody underclothing Experiences pain or itching in the genital area Has sores or bleeding in external genitalia, vagina, or anal region. Has genital discharge Has sores or redness, ulcers, or painless Has sores around mouth or genitalia or elsewhere on the body. 	<ul style="list-style-type: none"> Appears withdrawn or engages in solitary or risky behavior Has poor peer relationships Is unwilling to participate in physical activities Is displaying delinquent acts or is away Situations where has been sexually assaulted by other children. 	<ul style="list-style-type: none"> Extremely protective or jealous of child Encourages child to engage in sexual activity or to engage in relationships or sexual activity in the presence of caretaker. Has been sexually abused as a child Is maintaining marital skills, even Has been a date in the past; drugs Is frequently absent from the home

Emotional maltreatment	<ul style="list-style-type: none"> Emotional maltreatment often involves the use of other forms of child abuse and neglect, can be indicated by behaviors of the child and the caretaker 	<ul style="list-style-type: none"> Appears overly compliant, passive, withdrawn Is extremely aggressive or demanding or defiant Shows overly abusive behavior, often inappropriate adults (e.g., parents other children) or inappropriately hostile (e.g., rocks, scratches, pushes, or other, is defiant) Lags in physical, emotional, and intellectual development Assesses suicide 	<ul style="list-style-type: none"> Is prone to reacting with Is cold and rejecting Has a very low IQ Has a very high IQ Has a very low IQ Has a very high IQ
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Checklist of Possible Indicators of Abuse
Form FA 15



Name _____ Nickname _____

Address _____

City _____ State _____ Zip _____ Phone Number _____

Age _____ Birth Date _____/_____/_____ Sex Male Female

Parent/Guardian _____ Relationship _____

Parent/Guardian _____ Relationship _____

Observations:

If more than one person utilizes this form, it is beneficial to use different marks. The first person could use check marks (✓), the second pluses (+), etc.

Observer #1 _____ Date _____/_____/_____

Observer #2 _____ Date _____/_____/_____

Observer #3 _____ Date _____/_____/_____

NEGLECT

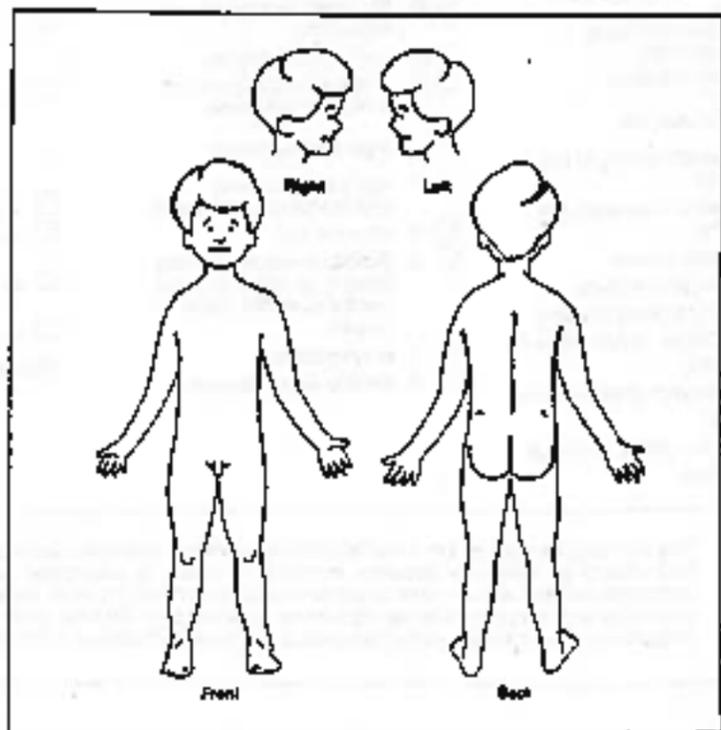
Behavioral Indicators

- 1. Is irritable or fussy often or arrives early and stays late
- 2. Begs or steals food.
- 3. Attempts suicide.
- 4. Uses or abuses alcohol and/or other drugs.
- 5. Is extremely dependent or detached.
- 6. Engages in delinquent behavior, such as prostitution or stealing.
- 7. Appears to be exhausted.
- 8. Stays frequent or constant absence of parent or guardian.

Physical Indicators

- 1. Frequently is dirty, unwashed, hungry, or inappropriately dressed.
- 2. Engages in dangerous activities (possibly because he/she generally is unsupervised).
- 3. Is tired and listless.
- 4. Has unattended physical problems.
- 5. May appear to be overworked and/or exploited.

Indicate on the following diagram the areas in which physical injury is evident, using "X" to indicate the location of superficial injuries, "V" to indicate the location of deep injuries and "shaded areas" to indicate areas of apparent burn. Beside each injury or apparent burn, please note the color, size, pattern, texture, and degree of pain.



Date Observed _____ Cabin or Group _____ Year _____

SEXUAL ABUSE

Behavioral Indicators

- 1. Is reluctant to change clothes in front of others.
- 2. Is withdrawn.
- 3. Exhibits unusual sexual behavior and/or knowledge beyond that which is common for his/her developmental stage.
- 4. Has poor peer relationships.
- 5. Either avoids or seeks out adults.
- 6. Is pseudo-mature.
- 7. Is manipulative.
- 8. Is self-conscious.
- 9. Has problems with authority and rules.
- 10. Exhibits eating disorders.
- 11. Is self-mutilating.
- 12. Is obsessively clean.
- 13. Uses or abuses alcohol and/or other drugs.
- 14. Exhibits delinquent behavior such as running away from home.
- 15. Exhibits extreme compliance or defiance.
- 16. Is fearful or anxious.
- 17. Exhibits suicidal gestures and/or attempts suicide.
- 18. Is promiscuous.
- 19. Engages in fantasy or infantile behavior.
- 20. Is unwilling to participate in sports activities.
- 21. Has school difficulties.

Physical Indicators

- 1. Has pain and/or itching in the genital area.
- 2. Has bruises or bleeding in the genital area.
- 3. Has venereal disease.
- 4. Has swollen private parts.
- 5. Has difficulty walking or sitting.
- 6. Has torn, bloody, and/or stained underclothing.
- 7. Experiences pain when urinating.
- 8. Is pregnant.
- 9. Has vaginal or penile discharge.
- 10. Wets the bed.

EMOTIONAL ABUSE

Behavioral Indicators

- 1. Is overly eager to please.
- 2. Seeks out adult contact.
- 3. Views abuse as being warranted.
- 4. Exhibits changes in behavior.
- 5. Is excessively anxious.
- 6. Is depressed.
- 7. Is unwilling to discuss problems.
- 8. Exhibits aggressive or bizarre behavior.
- 9. Is withdrawn.
- 10. Is apathetic.
- 11. Is passive.
- 12. Has unprovoked fits of yelling or screaming.
- 13. Exhibits inconsistent behaviors.
- 14. Feels responsible for the abuser.
- 15. Runs away from home.
- 16. Attempts suicide.
- 17. Has low self-esteem.
- 18. Exhibits a gradual impairment of health and/or personality.
- 19. Has difficulty sustaining relationships.
- 20. Has unrealistic goal setting.
- 21. Is impetuous.
- 22. Is unable to communicate or express his/her feelings, needs, or desires.
- 23. Sabotages his/her chances of success.
- 24. Lacks self-confidence.
- 25. Is self-deprecating and has a negative self-image.

Physical Indicators

- 1. Has a sleep disorder (nightmares or restlessness).
- 2. Wets the bed.
- 3. Exhibits developmental lags (stunting of his/her physical, emotional, and/or mental growth).
- 4. Is hyperactive.
- 5. Exhibits eating disorders.

PHYSICAL ABUSE

Behavioral Indicators

- 1. Is wary of adults.
- 2. Is either extremely aggressive or withdrawn.
- 3. Is dependent and indiscriminate in his/her attachments.
- 4. Is uncomfortable when other children cry.
- 5. Generously controls his/her own crying.
- 6. Exhibits a drastic behavior change when not with parents or caregiver.
- 7. Is manipulative.
- 8. Has poor self-concept.
- 9. Exhibits delinquent behavior, such as running away from home.
- 10. Uses or abuses alcohol and/or other drugs.
- 11. Is self-mutilating.
- 12. Is frightened of parents or going home.
- 13. Is overprotective of or responsible for parents.
- 14. Exhibits suicidal gestures and/or attempts suicide.
- 15. Has behavior problems at school.

Physical Indicators

- 1. Has unexplained* bruises or welts, often clustered or in a pattern.
- 2. Has unexplained* and/or unusual burns (cigarette, doughnut-shaped, immersion-line, object-patterned).
- 3. Has unexplained* bite marks.
- 4. Has unexplained* fractures or dislocations.
- 5. Has unexplained* abrasions or lacerations.
- 6. Wets the bed.

(*Or explanation is inconsistent or improbable.)

This form may be used by camp staff to record observations of possible indicators of abuse. Staff should be trained to recognize indicators of abuse, to understand their reporting responsibilities, and to know when to get professionals involved. For more information about child abuse awareness and staff training outlines, order a copy of *For Their Sake: Recognizing, Responding to, and Reporting Child Abuse* by calling the ACA Bookstore at 317/342-8456.

Risk Management

Risk Management Plan

Identification of possible personal safety risks.

Risks Involving Equipment—Power hand tools; lawn maintenance equipment; construction equipment; camp trucks; kitchen equipment; boats and ski equipment.

Reduce and Transfer Risks—Maintain equipment in top operating order. Make sure appropriate safety devices for the equipment are used properly. Instruct all operators how to operate equipment. Provide proper supervision when equipment is being operated. Maintain adequate insurance through church Risk Management.

Risks Involving Natural Hazards—Rocky, hilly terrain; forest fires; flooding; insect or animal stings or bites; exposed tree roots; steep paths; washouts; drop offs; lightning; wind.

Reduce, Transfer, and Retain Risk—Orient all campers to natural hazards. Require adequate footwear and clothing for different activities. Remove all possible obvious dangers. Provide adequate supervision for campers. Limit access to new construction site with fencing. Maintain proper insurance. Install railings or retaining walls. Mark areas of unavoidable risk. Correct cabin shelf problems.

Identification of Possible Operational Financial Risks—Potential physical, emotional, or sexual abuse of a camper by a staff member; law suits by disgruntled staff; staff not representing the ideals or policies of the camp, thus damaging its reputation.

Avoid, Reduce, and Transfer Risks—Educate staff concerning abuse and procedures for handling it. Screen staff as carefully as possible. Maintain clear policies and follow procedures. Keep appropriate insurance.

Risks Involving Finances—Continually upgrade programming and develop aggressive marketing plans. Work very closely with those responsible for spending funds to ensure that budget is being followed.

Risks Involving Legal Procedures—Law suits against the camp from any source; limitation or exclusion of popular camp programs which affect enrollment.

Reduce, Transfer, and Retain Risks—Operate as safe and responsible a program as possible. Participate in Seventh-day Adventist church camping Risk Management program. Maintain adequate liability coverage. Communicate with insurers to minimize the impact of industry-wide trends which relate to camping. Continue and support ACA lobbying efforts.

Accident Prevention and Reduction

Because of the varied and active nature of summer camp, there are many risks which must be considered. For convenience, they will be listed by times of potential occurrence.

- Accidents during Activity times: (class periods, organized games, outpost activities, campouts, etc.) The most common are horse-related or sports-related. There is the potential of water accidents. High supervision helps keep these to a minimum.

- Accidents during non-structured times: (walking between activities, walking to dining hall, time in cabins, free time, etc.)
- Tripping and/ or falling while walking. Horse play. These are times when children and staff are more likely to be stung by yellow jackets/wasps.
- Accidents during specific program times: (campfire programs, gymnastics program, water ski show, fireworks display, rodeo, etc.)

These risks can be reduced largely by proper supervision. Staff are trained to be in direct supervision of their campers as long as they are on duty.

Activity directors must develop and implement safety guidelines for their specific activity. Directors are in charge of maintaining equipment in safe operating order.

Directors of specific programs are to obtain permission from the camp director if any event seems to have a danger factor to staff, campers, or animals.

Sunday, following registration, counseling staff are to go over the list of safety procedures with their campers.

Use and Release of all Personal Information

Definition—Personal information is any verbal or written content about a camper or staff person or their photographic image or voice reproduction.

POLICY

1. The camper registration form includes a section which, when signed and checked by the parent or guardian, will grant permission for the camp to use any photos or that camper for camp promotional purposes.
2. The above permission grant is not included in the staff contract but on a separate mission agreement.
3. Camper address lists will not be sold or given to any individual or organization. It will be for the sole use of Camp Au Sable.
4. Medical information is considered confidential, and will be available only to camp medical personnel and administration. Necessary medical information will be shared with the camper's counselor when deemed necessary by medical personnel.
5. If necessary, staff should verify with a parent or camper any information that is to be kept confidential and whether they are ethically able to keep the confidence.

Miscellaneous Safety Rules

When campers are taken to a public area, staff/camper ratio to be followed is:

- Adventurer Camp— 6 campers/1 staff member
- Junior & Tween Camp— 8 campers/1 staff member
- Teen Camp—10 campers/1 staff member

Staff members need to space themselves out so that all campers can be monitored.

Campers are to be instructed to look for authorities such as law enforcement for help. If approached by a stranger, they are not to get into any vehicle or become friendly with that individual.

A staff member will be assigned to supervise public restroom areas.

Health information and Permission to Treat forms are located in the office with a copy in the medical building for both campers and staff. During office hours, medical information can be obtained by radio at all times. Forms will be taken on trips when office personnel are unavailable.

It is the policy of Camp Au Sable not to transport campers in private vehicles. Camp buses, vans, wagons, and golf carts are to be used to transport campers. Campers and staff may only be transported in camp vehicles where seats are available for their use. Campers and staff are not to be transported in the back of pickup trucks, golf carts, or any other vehicle that does not have seats for campers to sit on. For personal vehicles of campers, with the exception of family campers, campers are expected to leave keys and license plates with the office during their stay.

The exception to this is for hayrides where wagons are driven at slow speeds (5-10 mph) off public roads, and where protective devices are provided to keep people from falling out or off of the vehicle.

It is the policy of the camp that each staff member be trained to carry out the following accident procedures:

1. Give basic first aid to an injured camper or staff member. (First aid kit can be found in cabins, vehicles, and every department)
2. Staff members are trained to be aware of uninjured campers present. The staff member should keep campers calm and provide for their safety.
3. A camp radio is to be used to notify camp health officer and/or camp doctor.
4. Staff members will be advised to complete a Camp Au Sable Incident Report with required information pertaining to the incident and witnesses. Incident Reports can be obtained from the office manager.
5. When needed, the local fire department, EMS, the Crawford County Sheriff Department, State Police or DNR may be called in for additional help.

During orientation week, each department is required to go through the equipment that they use for their program and check it for safety. Any maintenance needed is to be taken care of by the staff in that department or brought to the attention of the camp director or work crew. Those items needing to be replaced or added are to be written up on a purchase order form (located in the work room.)

During the summer camp program, equipment is to be stored in an orderly way that will be advantageous to maintaining all equipment in safe and good repair. Regular checks of the equipment will be the responsibility of the program leader.

Horse and mountain bike trails are RESTRICTED USE ONLY. Please do not use them unless you are involved in horseback riding or mountain bike riding.

Campers are not requested to bring their own personal sports equipment or animals. If a camper chooses to do this, the following applies:

- For safety reasons, campers bringing their own sports equipment such as bow/arrows, etc., may be requested to store these items in the camp office.
- For staff, personal sports equipment is allowed. Use of these items are allowed only during staff time off. The exception is if the item brought is a part of their work performance. Staff vehicles are allowed for summer staff personnel.

Procedures for Media Contact

In the event of media coverage of our camp, it is the policy for the camp director to be the primary staff contact. All staff are to refer all media contact to the camp director. In the absence of the camp director, the camp manager will be in charge. The camp director or camp manager may also designate other staff members to give statements to the media as applicable.

The camp administration requires the staff to complete written reports describing incidents or accidents of a serious nature. Examples would include, but are not limited to, lacerations requiring stitches, a camper who falls from a horse, danger from intruders, a fight between campers, a lost camper, a near drowning, use of illegal substances by campers or staff, etc. Examples of incidents which do not require an incident report include scrapes that are not severe in nature, paper cuts, stumbling, etc. If the incident falls within the gray area, staff members are to report the incident to the camp director for his decision on whether an incident report should be filed.

At the beginning of each camp, the director goes over the emergency procedure plan with campers at line call. A practice bell ringing and whistle blowing is done to alert campers to the sound of emergency signals. On the first day of camp, campers are instructed to stay away from the lake without their counselor or a staff member. A waterfront staff person also goes through waterfront safety procedures with all campers at line call. Each Monday a fire drill is done from the main dining hall.

Health and Safety Concerns

The following are natural hazards specific to the site:

Lake Shellenbarger presents a water safety hazard. To prevent accidents, campers are instructed to not go near the water without a counselor or a staff member. An additional hazard unique to Camp Au Sable would include an occasional visit from black bears or wild cats. To prevent accidents, at the first indication that bears/cats are present in the area, the Department of Natural Resources would be notified. To date, wild animals have not presented a problem at our camp. If a problem does arise, we work closely with state agencies.

The following man-made hazards are unique to our site—

Obstacle course/playground—To prevent accidents, inspection of playground and obstacle course is done at the beginning of each camping season. Staff members are to report any safety hazards or maintenance problems they observe that cannot be corrected themselves by notifying the camp manager or writing a work order for work crew.

The fort is a campout/campfire program area. Campers are to be instructed not to sleep on the catwalk. Staff are to carefully observe campers playing at fort area to prevent campers becoming unsafe in their activities. Horseplay on the catwalk should be avoided. Fort catwalk boards are inspected during pre-camp. Any problems during the summer need to be reported.

In the event of a power loss, camp owns a generator for emergency power supply. Pump at fort would always be available for water supply.

Camper Pet Policy

Pets are allowed during family camp ONLY if they stay in personal RVs or tents in the RV park. Please clean up pet waste and dispose of properly in outside dumpsters and not in inside trash cans. No pets are allowed in lodges or cabins.

Procedure for Verification of Absentees

At the end of registration on Sunday, all registration forms for persons who did not appear will be collected by the designated camp secretary.

Phone contact will be made no later than the following day to determine reason for nonattendance and to initiate the refund procedure.

If it is determined that there has been some illegal activity that has caused the absenteeism, the camp director will notify the proper authorities as well as the parents or guardians listed on the application if they have not been contacted already.

Camper Information to Staff

Rationale—There are times that counselors and activity staff can better serve a camper with some information about that camper. Information shared falls into three categories.

Medical—The camp nurse will share with the counselor and any other activity staff working directly with the camper pertinent medical information needed to maintain the health and safety of that camper.

Behavioral—Prior behavioral challenges will be shared with the camper's counselor by the director. Sometimes parents contact camp administration to share these items, and that information is shared with the director and counselor.

Background—Occasionally a parent, guardian, relative, or friend believe that some background information on the child will be helpful in dealing with them. This is especially so if the child has recently gone through some traumatic event. This information is shared with the director, and with the child's counselor.

Emergency Release Policy

In the event that a camper must leave the camp premises prior to the regular release time, the following procedures must be followed:

1. Must follow normal release procedures as stated in manual.
2. Village director and camp director should be notified immediately.

Procedures for Release of Minors

1. There is notification in the camp brochure/application form of our checkout policy. Parents are given the opportunity to write the name(s) of anyone whom the camper can be released to.
2. Campers are to be picked up by parent/guardian or designated pickup person at their cabin.
3. Counselors have a checkout form giving the name of camper and anyone whom the camper can be released to.
4. Counselors are to have the parent/guardian or designated pickup person sign the release form and record the time of departure.
5. If an unauthorized person attempts to take a camper, the counselor should immediately contact the office to verify pickup. If someone tries to take a camper against the counselor's will, then a verbal warning is given by the counselor not to take the camper. Counselors report incident immediately to camp director who then contacts local authorities, if necessary.
6. If the camper is not picked up during checkout time (9:00-10:00 AM), the village director(s) will assign a swing counselor to be in charge of the camper(s). The camper and their belongings will be taken to the athletic center to wait for their ride. All release forms will be passed on to the swing counselor(s), and sign out procedures will continue to be followed.
7. Camper Release forms will be kept on file for two weeks.

Food Service Policy

We follow the principle that cleanliness is next to godliness. This principle is applied when we wash our hands after using the bathroom or before we eat. We can also apply this by cleaning the table, floor, and dishes after the meal. Instructions will be given by the Food Service Director regarding how you can wash the dishes and trays.

Bloodborne Pathogens

Staying Safe—Those who come in contact with blood and body fluids are most at risk for exposure to bloodborne pathogens

Know the Risk—At work, the most common way exposure to HIV and HBV can occur is when a worker has an open sore or injury and is in contact with infectious material, or when a worker is not wearing the proper personal protective equipment (PPE) to protect against contact.

Exposure Control Plan—An Exposure Control Plan is a written document that describes how your employer controls on-the-job exposure to blood and body fluids which may contain bloodborne pathogens.

Personal Protective Equipment—You must wear gloves when there is a chance of exposure to blood or body fluids.

Hazard Controls—Work Practice Control focuses on the safest way to perform tasks. But if you've been exposed to blood or body fluids:

1. Remove your gloves and wash your hands and contaminated body area immediately with soap and water.
2. Use a towel to turn the spigot handles so you don't recontaminate yourself or others.
3. If you can't wash immediately with soap and water, use antiseptic towelettes and wash with soap and water as soon as possible.
4. Flush your eyes, nose or other mucous membranes with water if they have been exposed.

Coping With Emergencies—If you have been trained in the correct procedures, clean the spill area with an approved disinfecting solution, such as diluted bleach.

Incident Report—If you have been involved in an exposure incident, a medical specialist will counsel you.

Guidelines for Living in the Outdoors

1. Enjoy, but do not disturb, the flowers, plants, and wildlife around you.
2. Help all trash to end up in the trash container—even when you are on a hike. If you see trash/litter that isn't yours, help beautify the camp by properly disposing of it.
3. Stay on trails when hiking or with horses.
4. Trees are precious. Do not maim them by sawing, cutting, carving, or nailing.
5. Make sure that the only substance you put in our beautiful Lake Shellenbarger is clear pure water.
6. Fires any place other than at the campfire point may be built only with the permission of camp administration or camp ranger.
7. Smoking is prohibited in all buildings and vehicles and on all camp property. Thank you for helping us keep Camp Au Sable smoke free..
8. We ask that guests do not bring pets of any kind.
9. Wild animals and insects should be observed from a distance. For your safety and theirs, do not attempt to pick them up or play with them.

Transportation Policy

1. Only camp vehicles will be used to transport campers. The driver must be at least 21 years old, possessing a valid operator, chauffeur, or CDL license as required by the State of Michigan.
2. All camp vehicles used for transporting campers are inspected and maintained by our permanent maintenance staff.
3. Adult staff members adequate for the ratio of one for ten or twelve are generally present for rider supervision. In any case, there is at least one other staff member in addition to the driver.
4. Emergency evacuation from the camp grounds will be done as necessary by camp buses and vans and staff members' cars. Also, in the event of complications in this area, there is a National Guard camp close by that would help with this procedure.
5. The procedure for loading and unloading campers will be under the direction of the driver to see that it is done safely and in order.
6. Not to exceed manufacturer passenger seating capacity.
7. Wear seat belts when provided.
8. All passengers must remain seated while vehicle is moving.
9. All vehicles follow convoy travel procedures.

Emergency Procedure

Emergency Procedure Plan

In the event of any emergency at camp the bell will ring. Immediately following the bell ringing a whistle will sound on the PA. Depending on the number of rings, please follow the relevant emergency plan.

One Long Blast — LOST CAMPER

1. Preliminary search initiated by camp director/camp manager.
Total process not to exceed 10-15 minutes.
 - Office pages for lost camper.
 - Boys'/girls' directors check camper's cabin/bathroom/village.
 - Office Manager checks all class roll calls.
 - Field & Wheels Director checks path from where they were to where they were going.
 - Waterfront director checks waterfront area both on shore and by boat.

2. Complete Camp searched: Total process not to exceed 45 minutes
MAKE SURE TO LOCK AREA AFTER YOU CHECKED 3 TIMES

Do not talk over the radio unless your area is clear.

Once area is clear, report to Line call

Office will check off areas as they are cleared

All Campers report to Line Call

Associate Camp Director supervises Line Call

Office Personal brings roster to Line Call

Associate Camp Director (2nd) checks Cedar Lodge

AV Director checks Archery

AV Director checks Observatory

Camp Intern checks Bird Observation

Camp Intern checks Fort

Camp Intern checks Wagon Train

Camp Manager checks Camp entrance (wagons, shed, Teepees)

Camp Manager checks Church/School

Craft Director checks Craft Building (store, ceramics, fishing room, around building)

Field & Wheels check Athletic Shed, Ball Field, RC Truck Shed/track

Field & Wheels check BMX shed (includes Woodworking)

Food Service Director checks Dining Hall

Girls and Boys Directors check Girls and Boys Villages (Cabins and Bathrooms)

Go-Cart Instructor checks Go-Carts

High Adventure check Boneyard, Prayer Chapel, High Adventure

Horse Barn Staff check Barn, Corral, Horse Pastures, Petting Farm

Housekeeping checks Auditorium Basement, Upstairs

Housekeeping checks Laundry Room and Shed

Mountain Bike Instructors check Boardwalk

(send 2 staff on bikes to circle the boardwalk until camper is found.)

Nature Director checks Nature Center/trails

Nurse checks Medical Building

Programs Director checks Deer Lodge, Programs Room

Ranger checks Mechanic Shop, Wells & Pits

Ranger (Mechanic) checks Chapel in the woods, Indian Village, Northwoods

(bathrooms and Pavillion)

Store Manager checks Store, Campfire Point, Forest Lodge

Waterfront Director checks Waterfront, Canoe Challet

Year-Round Staff check Year-round homes

All other staff report to Office

3. Sheriff/Parents notified

Fire Evacuation Plan

All buildings will be vacated. Cabins will be vacated and campers and counselors will gather in the center of their village. All other buildings will be vacated and campers will report to the adjacent parking areas.

- A. DINING HALL—When a fire begins in the Dining Hall, an alarm announcement will be made. Counselors sitting at assigned tables with their units will immediately direct their campers to evacuate the building by a preassigned exit. If the exit is obstructed, an alternate exit will be used. Once all campers in the unit are outside, the counselor will direct them to the line-call area for safety and head count. The Dining Hall supervisor will notify the office immediately when the alarm is sounded. The office will call the fire department.
- B. CABIN AREAS—When a fire occurs in a cabin, the counselor will immediately evacuate the cabin by directing campers to stay low to avoid smoke inhalation and exit the cabin through a doorway, or if obstructed, through a window. Campers will assemble in the center of the village. One counselor will remain with campers to take head count, while a second counselor informs the office or Camp Director of the fire. Office or Camp Director will immediately call the fire department.
- C. FIRE EXTINGUISHERS—Staff members will use fire extinguishers located in area. At no time, however, should any staff member jeopardize life trying to extinguish a rapidly burning building.
- D. FOREST FIRE—When a forest fire necessitates evacuation, an emergency line-call will be made. Buses will then be loaded and campers taken to a safe area.
- E. FLASH FIRE—All directors and teachers will be directed to lead campers to the waterfront. Instruction will be given to staff and campers to stay in the beach area. Should conditions become critical, instructions for sitting in the shallow water and remaining there until the “ALL CLEAR” is sounded will be given.

Severe Weather Evacuation Plan

1. Boys’ and girls’ directors will wake up the designated helpers in the staff housing, and then go to the villages and alert counselors.
2. Designated helpers will wake up general staff and quickly clear their areas.
3. General staff: Boys will go help their cabin families move to the Cedar Lodge basement. Girls will be assigned to cabins to move to the Auditorium basement.
4. Counselors should keep their campers together as much as possible.
5. Those with golf carts should utilize them to assist campers
6. General staff should remain calm and collected while assisting counselors and campers to safety in a timely fashion.
7. Boys’ and girls’ directors will make the final village checks (bathrooms included).
8. All individuals are to remain in the designated safe areas until sheriff gives the “all clear.”

Where to go for during Threatening weather

1. Boys’ village will go directly to Cedar Lodge basement—organized by Boys’ Director
2. Girls’ village will go directly to Auditorium basement—organized by Girls’ Director
3. Central Camp Staff will go to either: Nature Center—organized by Associate Camp Director
4. Forest Lodge Rec. Room and Deer Lodge Family Room—organized by High Adventure Director
5. Office manager to report to office
6. Optional emergency site—Dining Hall—Manager/Assistant Manager

Knowing when it is “ALL CLEAR”

All campers and staff will remain in their emergency location until the All Clear is given. A radio announcement will be given signifying all is clear to return to the camp schedule.

If stormy conditions develop while swimming or boating on the lake, return to shore immediately and follow the above procedures.

Program & Emergency Transportation Policy

DRIVER QUALIFICATIONS—All drivers of camp vehicles must be 18 years old or older, possess a valid driver's license appropriate for the vehicle to be driven, and be checked out by the Camp Manager for the vehicle to be driven. All drivers with a valid drivers license from 16-17 must have Camp Management approval to operate camp vehicles.

VEHICLES—Drivers must complete a pre-trip safety check and document the same. The Camp Manager will periodically check vehicle logs and perform preventive maintenance at intervals as recommended by vehicle manufacturer. Once a year, all vehicles with a capacity of more than 12 will be taken for inspection to a center that is State certified.

RIDERS—One staff member in addition to the driver will accompany each group of 12 or less campers. All campers and staff will wear vehicle safety belts where available. All riders must remain seated and refrain from distracting the driver.

EVACUATION—Staff will be aware of all available exits from the vehicle to be utilized. Campers are to be evacuated away from vehicle and any other hazards. Once in a safe area a head count is to be taken. Staff may then mark vehicle in accordance with State Law.

LOADING/UNLOADING—All loading/unloading of campers and gear will be off of roadways. Campers are to remain orderly and enter and leave in single file. A staff member is to make a head count any time passengers enter or leave. No gear is to be stored in a manner that causes aisles or exits to be blocked. All passengers must have a seat in buses, vans, and staff members' cars. In the event of complications in this area, there is a National Guard Camp close by that would help with this procedure.

Swim Band Rules

Swimmer will be banded with a color designated for the swimming ability. Band color designation may vary from week to week based on supplies. Each week the Waterfront director will assign band color to swimming ability.

CATEGORY ONE BAND—Swimmer can enter the deep end, shallow end and water basketball area without a lifejacket.

CATEGORY TWO BAND—Swimmer can enter the shallow end only without a life jacket.

* All campers are required to wear lifejackets on all watercraft activity, including fishing, and when swimming outside the designated free swim area.

Swimming

In the event of a swimming emergency, contact the office by two-way radio and an Emergency Procedure will be started. The doctor and nurse and all waterfront staff not already present will go immediately to the waterfront. Also, any other staff in the area are to report immediately.

If it is an accident, the Waterfront Director and doctor will assess the situation to see if emergency assistance from the sheriff's department is to be called.

At the same time, the waterfront will be cleared of swimmers through the regular buddy system checkout procedure to be sure all others are accounted for. All other activities on the lake will cease. If a swimmer is unaccounted for, in addition to the above procedures, an alert call will be made over the PA system including the name and number of the missing camper. The Division Directors will also go immediately to their areas to look for the camper. Everyone on land at this time will look for the missing camper in case they did not check out properly from the waterfront.

Meanwhile, the designated instructor will be in charge of the beach area while five lifeguards line up in a straight line at one end of the swimming area, no more than an arm's length apart. At the Director's signal, they will surface dive to within one foot of the bottom and swim easily for a length of ten feet. They then come straight up to the surface. The rescuers back up about three feet and repeat the process until the whole area has been searched.

If there is no success and the camper has not been found on land after repeated calls over the PA system, the sheriff's department will be called for assistance.

Practice procedure during weekly drills.

**All staff are to be trained
as aquatic observers.**

Canoeing Rules

No standing in canoes

All passengers must wear life jackets

No ramming canoes together

Stay outside speed boat boundary

Passenger weight:

- Two adults and two children
- Three adults

**All staff MUST wear
life jackets when involved in
boating activities!**

Sailing Rules

No standing in sail boats

All passengers must wear life jackets

Aquatic Emergency Plan

BOATING: In the event of a boating emergency, the waterfront director will be summoned and any power boats on the lake will be directed to the area to assist.

All others involved in boating activities will be directed to return to their areas to be sure all are accounted for.

The doctor and back board will be present to assist. The sheriff's department ambulance will be called if needed.

Practice procedure during weekly drills.

Camp Activities

ACTIVITY POSITIONS DEFINED

SPECIALIZED ACTIVITY LEADER: The persons providing direct, on-site leadership at any specialized program activity.

SPECIALIZED ACTIVITY SUPERVISOR: An adult with certification or training and experience in a specialized activity. This person provides training and supervision to the specialized activity leaders.

SPECIALIZED PROGRAM ACTIVITY: Activity whose safe conduct requires supervision by persons with the specialized training and experience to make judgments concerning equipment, procedures, and safety considerations. Examples of specialized activities include ropes courses, archery or other target sports, gymnastics, bicycling, motorized vehicles. See guidelines for determining specialized activities in the PD section. (ACA, Manual HW3)

PROCEDURES FOR CAMP ACTIVITIES

SAFETY REVIEW

Each specialized activity area is required to review safety guidelines once a week with their staff. The suggested time is on Mondays.

SAFETY ORIENTATION

Each activity leader is required to provide safety orientation for each participant before engaging in that activity.

INCIDENT PROCEEDURE (FOR ONSITE)

In case of injury, including all medical incidents, each activity area staff must follow these steps.

1. Notify medical staff via radio and/or phone
2. First Aid and CPR certified staff assess the person in need
3. Administer appropriate care while waiting for more qualified staff, i.e. medical team, to arrive.
4. Insure person is safe and out of further danger
5. Fill out Incident Report within 24hr of incident
 - a. Reports can be found in the office or with the medical staff.
 - b. Make sure staff complete all the form and sign the end.

OFF-SITE TRIP/ACTIVITY SAFETY PROCEDURE

The off-site trip/activity safety procedure should be followed by the first staff to show up on the incident.

1. Call Contact the office
2. Find the designated Medical Person*

*prior to trip, the trip leader must designate a Medical Person for the trip. The medical person is to 1.) provide for routine healthcare needs for the designated group of participants, and 2.) handle life-threatening emergencies related to the health conditions of the participants and the environmental hazards associated with the area. (ACA, Manual HW3)

Activity: Archery

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Familiarity with National Archery Association Instructor's Manual, Qualifications and Requirements
- Has sufficient skills to demonstrate and teach

Classifications and Limitation for Camper Participation:

- No shooting until familiar with all safety rules
- Ability to follow rules and instruction carefully
- Staff to Camper Ratio: 1 to 10

Arrangement, Maintenance, and Inspection of Activity Area:

- Area roped off and marked to warn others approaching
- Check behind target area prior to each shooting session

Appropriate Equipment and Maintenance of Equipment:

- Bows appropriate for age, size and ability of participants
- Arrows in good condition
- Finger and arm guards for each participant
- Daily inspection of all equipment
- Keep all equipment in good repair or arrange for replacement as needed

Safety Precautions:

- All participants remain behind shooting line while shooting is going on
- All equipment locked up when activity is ended
- No one using equipment unless instructor present

Activity: Blobbing and Wubit

Activity Leader Training and Experience Qualifications:

- Meet the qualifications of being an aquatics supervisor
- Have first hand knowledge of blobbing techniques and rules

Classifications and Limitation for Camper Participation:

- Category one and two banders may participate in the activity
- Blobbing and Wubit may only take place under the supervision of an aquatics supervisor and observer

Arrangement, Maintenance, and Inspection of Activity Area:

- Blobbing and Wubit area is separate from swim area and where boats start and stop
- Blob and Wubit is checked for leaks, tie downs, and defects daily
- Blob and Wubit is cleaned periodically to keep it clear of sand and other abrasive substances

Appropriate Equipment and Maintenance of Equipment:

- Lifeguard boat available
- Life jackets of various sizes

Safety Precautions:

- Each blobber will wear a life jacket
- Camper must abide by the rules posted for safe blobbing
- No swimming around blob area
- Pre-blobbing instruction given to each camper

Activity: Canoeing

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Ability to demonstrate canoeing skills
- Experience in canoeing
- Have current LFG and CPR certification

Classifications and Limitations for Camper Participation:

- Campers may elect to take canoeing classes or participate at camper's choice
- Blue banders may canoe together, yellow banders with staff or blue banders, red banders only with staff member
- Canoers will be checked in and out according to the buddy system
- 10 minute interval checks are made to assure camper accountability

Arrangement, Maintenance, and Inspection of Activity Area:

- Canoe area is separate from swim area and where boats start and stop
- Canoe paddles and life jackets are locked when not supervised
- Staff to Camper Ratio: 1 to 10

Appropriate Equipment and Maintenance of Equipment:

- Lifeguard boat available
- Life jackets of various sizes
- Canoe paddles of different lengths
- Daily inspection of equipment used and kept in repair or replaced

Safety Precautions:

- Each camper in canoe will wear fastened life jacket
- No camper by himself/herself in canoe except for class instruction
- No splashing or tipping of others canoes
- No swimming from canoes
- Awareness of boating regulations on lake
- No canoeing without instructor present

Activity: Canoe and Tubing Trips (2 Hours)

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Have CPR, WSI or LFG
- Familiarity with river area and canoe skills

Classifications and Limitation for Camper Participation:

- Campers assigned to canoe groups and tubes according to swimming skills
- Record kept at camp of each participant in each canoe or tube
- All campers wear life jackets
- Staff to Camper Ratio: 1 to 10

Arrangement, Maintenance, and Inspection of Activity Area:

- The lead canoe checks river for obstructions or unsafe conditions
- No one passes lead canoe or lags behind tail canoe
- Departure and pick up points provide safety and easy access

Appropriate Equipment and Maintenance of Equipment:

- Canoes and tubes maintained in good, safe condition
- Canoe paddles in good repair
- All life jackets of approved kind and ability to fasten correctly

Safety Precautions:

- Life jackets for each camper checked for appropriate fit and safety
- Campers stay between assigned staff members
- Campers do not stop along trip route unless staff member present
- No turning over of canoes

Activity: Climbing Wall

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Experienced rock or wall climber
- Awareness of safety rules for climbing
- Skills in maintenance and repair of wall and safety equipment

Classifications and Limitations for Camper Participation:

- Staff to Camper Ratio: 1 to 2
- No wall climbing without belay instructor present

Arrangement, Maintenance, and Inspection of Activity Area:

- Wall climbing area to be kept clean and clear of debris
- Lower ladder to be kept locked when wall is not in operation

Appropriate Equipment and Maintenance of Equipment:

- Appropriate belts and harnesses to be worn by campers
- Safety equipment to be in good repair and checked regularly

Safety Precautions:

- Safety belts and harnesses fastened correctly around campers
- Harness to be fastened securely to safety rope
- Belay to be trained in safety procedures

Activity: Go-Carts

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Experienced go-cart driver
- Awareness of all safety rules for driving
- Skills in maintenance and repair of go-carts

Classification and Limitations for Camper Participation:

- Camper demonstrates ability to handle cart before driving
- Staff to Camper Ratio: 1 to 6
- No driving without instructor present

Arrangement, Maintenance, and Inspection of Activity Area:

- Be sure track is free and clear of any debris
- Go-cart area to be kept clean and orderly at all times
- Go-carts to be kept inaccessible during non-driving periods

Appropriate Equipment and Maintenance of Equipment:

- Carts to be checked daily for repairs and safety
- Campers to be buckled into cart prior to movement

Safety Precautions:

- Seat belts to be fastened
- Carts to be driven only under direction of instructor
- Awareness of track courtesy for other drivers
- Speed to be kept equal to drivers ability
- Must wear helmets and safety goggles

Activity: Gymnastics

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Ability to demonstrate and teach basic gymnastics skills
- Awareness of safe conditions for all gymnastics activities

Classifications and Limitation for Camper Participation:

- No previous experience required for basic gymnastics
- Staff to Camper Ratio: 1 to 10

Arrangement, Maintenance, and Inspection of Activity Area:

- Before activities, check gym floor area for any item that could cause a fall
- Make regular check for holes in mats and close scrutiny to all equipment
- Wide mats to be used for learner in tumbling
- No equipment left under any apparatus

Appropriate Equipment and Maintenance of Equipment:

- Adequate mats
- Safety belt
- Daily inspection of all equipment for safety and proper function

Safety Precautions:

- Close fitting clothes to be worn
- Sneakers are to be worn
- No chewing of gum while performing
- Eyeglasses should be removed while performing
- Adequate instruction given before activity attempted

Activity: Horseback Riding

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- CHA training for at least 1 week
- Experienced rider and ability to care for horses
- Ability to teach and demonstrate horsemanship skills

Classifications and Limitation for Camper Participation:

- Camper will learn basic skills of CHA program
- Mastery of basic skills required before trail riding
- No camper rides without instructor
- 2 adults required for trail ride
- Staff to Camper Ratio: 1 to 6 at all times

Arrangement, Maintenance, and Inspection of Activity Area:

- Daily inspection of barn, stables, and surrounding area for safety
- Repair and arrange for replacement of needed areas
- If injury on trail, 1 adult remains with group, the other goes for assistance

Appropriate Equipment and Maintenance of Equipment:

- Tack appropriate to age, size, and ability of camper
- Daily inspection of tack and horses for safety
- Repair items as needed or arrange for replacement if required
- Follow veterinarian's directions regarding care of horses

Safety Precautions:

- Check equipment for each camper to assure proper fit and safety
- Maintain safe distance between horses
- All campers and staff are required to wear helmets
- Appropriate dress: long pants, hard sole shoes with heels or boots
- Campers not in horse area without instructor present
- Review of safe riding instructions with each group prior to riding

Activity: Mountain Biking

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Experienced mountain bike rider
- Awareness of all safety rules for riding
- Skills in maintenance and repair of bikes

Classifications and Limitations for Camper Participation:

- Camper demonstrates ability to handle machine before trail riding
- Staff to Camper Ratio: 1 to 6
- No bike riding without instructor present
- At least two staff members present on trail ride when applicable

Arrangement, Maintenance, and Inspection of Activity Area:

- Be sure all trails are clear of low branches
- Riding trails are those outside of main camp area and away from wilderness nature areas
- Mountain bike shop to be kept clean and orderly at all times
- Mountain bike shop to be locked when instructor is not present

Appropriate Equipment and Maintenance of Equipment:

- Mountain bikes of appropriate size for ability and size of camper
- Helmets and bikes in good condition
- Bikes to be checked daily for repairs and safety

Safety Precautions:

- Helmets to be worn and fastened
- Ride only on prescribed trails and only under direction of instructor
- Only one rider per bike
- Awareness of trail courtesy for other bikers

Activity: Ropes Course

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Experienced ropes course climber
- Awareness of all safety rules for course
- Skills in maintenance and repair of course
- Appropriate training in the extradition of frightened campers

Classifications and Limitations for Camper Participation:

- Camper demonstrates ability to handle heights
- Staff to Camper Ratio: 1 to 4
- No ropes climbing without belay instructor present

Arrangement, Maintenance, and Inspection of Activity Area:

- Be sure course is clear of low branches
- Ropes course area to be kept clean and clear of debris
- Lower ladder to be kept locked when course is not in operation

Appropriate Equipment and Maintenance of Equipment:

- Appropriate belts and harnesses to be worn by campers
- Safety equipment to be in good repair and checked regularly

Safety Precautions:

- Safety belts and harnesses fastened correctly around campers
- Harness to be fastened securely to safety rope
- Belay to be trained in safety procedures

Activity: Swimming

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Have WSI or LFG and CPR certification
- Ability to direct waterfront activities and staff
- Possess a keen awareness of safety in every area of aquatic activities

Classifications and Limitation for Camper Participation:

- All campers are tested and identified as nonswimmer, intermediate, or swimmer
- Swimming instruction is according to the Red Cross program
- Campers must follow the buddy system, except for class time
- Staff to Camper Ratio: 1 to 10 at all times
- Two staff will be present at all times.
- No camper to be in the swimming area without lifeguard present

Arrangement, Maintenance, and Inspection of Activity Area:

- Swim area is roped off from other aquatic activities
- Division of swim area for various levels of ability
- Swimming is to be done only in designated area
- No swimming after dark unless the beach lights are on and with special permission from the camp director and DSS

Appropriate Equipment and Maintenance of Equipment:

- Minimum equipment includes: whistle, assist pole, rescue tube appropriate to reach length of area, back board, and first aid kit
- All equipment to be kept in its regular place and easily accessible for use
- Daily check to see that all equipment is present and working

Safety Precautions:

- Daily inspection of swimming area to be sure it is safe and free from all foreign objects
- Assure the proper checking in and out of campers using the buddy system
- Carefully enforce all aquatic regulations
- Instruction given to each group at beginning of camp session regarding procedures and safety at the waterfront

Activity: Swing

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Awareness of safety rules
- Skills in maintenance and repair of swing and safety equipment

Classifications and Limitations for Camper Participation:

- Staff to Camper Ratio: 1 to 2
- No swinging without belay instructor present

Arrangement, Maintenance, and Inspection of Activity Area:

- Swing area to be kept clean and clear of debris
- Ladder to be kept locked when swing is not in operation

Appropriate Equipment and Maintenance of Equipment:

- Appropriate belts and harnesses to be worn by campers
- Safety equipment to be in good repair and checked regularly

Safety Precautions:

- Safety belts and harnesses fastened correctly around campers
- Harness to be fastened securely to safety rope
- Belayer to be trained in safety procedures

Activity: Waterskiing/Wakeboarding

Activity Leader Training and Experience Qualifications:

- At least 18 years of age
- Have current LFG and CPR certification
- Experienced waterskier/wakeboarder and ability to demonstrate and teach skills
- Ability to operate safely and maintain ski boat

Classification and Limitation for Camper Participation:

- Campers may elect to take ski classes or ski during camper's choice
- Know basic hand signals for skiers
- Instruction according to camper ability
- Staff to Camper Ratio: No more than 6 campers to two adult instructors, one on shore and one in the boat

Arrangement, Maintenance, and Inspection of Activity Area:

- Water ski area separate from other aquatics activities
- Each morning before skiing, area to be checked for floating debris or other foreign objects
- Dock in safe stable condition

Appropriate Equipment and Maintenance of Equipment:

- Ski vests and skis for various ages and sizes
- Ski ropes of good quality
- Boat maintained according to manufacturer schedule
- Daily inspection of all equipment for use and safety

Safety Precautions:

- Each skier wear a fastened vest
- Riders in boat wear fastened life jacket
- Must always be another person in boat besides driver, capable of being an alert observer of the waterskier
- Boat returns quickly to protect and assist fallen skier
No skiing close to other water craft or individuals

Activity: Zip Line

Activity Leader Training and Experience Qualifications:

- At least 20 years of age
- Awareness of safety rules
- Skills in maintenance and repair of zip line and safety equipment

Classifications and Limitations for Camper Participation:

- Staff to Camper Ratio: 1 to 2
- No use of the zip line without belay instructor present

Arrangement, Maintenance, and Inspection of Activity Area:

- Zip line area to be kept clean and clear of debris
- Lower ladder to be kept locked when zip line is not in operation

Appropriate Equipment and Maintenance of Equipment:

- Appropriate belts and harnesses to be worn by campers
- Safety equipment to be in good repair and checked regularly

Safety Precautions:

- Safety belts and harnesses fastened correctly around campers
- Harness to be fastened securely to safety rope
- Belay to be trained in safety procedures

For the Counselor

Responsibilities of a Counselor

1. Responsible for the well-being of each camper include
 - Observe and interact with each camper
 - Keep camper informed
 - Proper hygiene
 - Appropriate dress for weather
 - Eating balanced meals

2. Maintain constant supervision of campers at all times
 - Know where campers are at all times and be with them. Including but not limited to meal times, recreation, programs, showers, etc.
 - Make sure campers follow dress code
 - Observe cabin cleaning process & camp duties
 - After taps counselor cannot leave their village without approval of Village Director.

3. Use discipline wisely and lovingly
 - Enforce appropriate behavior

4. Providing opportunities for camper growth
 - Assume role of spiritual leader in cabin
 - Evening worship (Don't hesitate to involve camp pastor and cabin families)
 - Maintain a personal relationship with God
 - Encourage involvement
 - Build positive relationships with campers

5. Be on time
 - Have a plan and stay ahead of campers

6. Take on additional responsibilities willingly and cheerfully

7. Be kind and courteous to parents, listen to and reassure them, and provide information

8. Communication
 - Seek help from appropriate sources when a need arises (Village Director)
 - Make sure TO/Swing counselors are informed

Swing Counselor

Swing counselors only have one day to impact the campers. With this fact in mind they should establish themselves as the leader from the start. This can be difficult at times, but on a positive note you only have the trying cabins for one day. The swing counselor can be highly effective in furthering the work of the counselor. They can also deter the growth of a camper.

- Full support should be given to the full-time counselor
 - o All cabin rules should remain constant and enforced
 - o Personal rules should be few in number and meaningful
- It's better to err on the strict side
 - o This will encourage respect and make your day more enjoyable
 - o Being too friendly is harmful to the relationship between the camper and full-time counselor
- Meet your cabin directly following evening worship
 - o Learn names, right then and there
 - o Tell the campers what to expect
 - i.e. "My name is _____, even though you don't know me, I need your respect. I'm your counselor for the day. Your regular counselor will be back tomorrow night. . ."
- The first thing you do in the cabin is worship. Make your one worship with them count.

Give them a reason to listen.

- Communicate with counselor about meds, duties, and any special needs a camper might have.
- Use the time, while remaining present, at evening program to recharge mentally and prepare yourself for a new cabin.

Five Needs of Children

RECOGNITION—This includes the need for social approval, prestige, or status in the eyes of others, including peers, parents, leaders, teachers, or other adults. Recognition by others is essential for a feeling of self-respect and self-worth. It provides the motivation which impels children to achieve goals or assume significant responsibilities. It also causes children to avoid situations which might result in ridicule, disapproval, or scorn.

AFFECTION—The feeling that others care for one, the camaraderie of peers, and a sense of warmth and affection is a primary motivation and human need. Love is a vital human force, and friendship helps, in part, to meet the need for love. Given and received, it is a sustaining and comforting feeling which contributes to happiness and a sense of self-worth. In contrast, the child who does not have close friends, and who lacks intimate involvements with others, is likely to be an isolated and unhappy individual. While most of us find love and friendship at first in our families, we also learn to seek and give it in other settings. Camp provides such a setting.

POWER—Viewed as a universal human need, the term power here refers not so much to a feeling of dominance over others, but rather to a sense of being potent and having command over one's life. It stems from achievement, success, and mastery in a variety of tasks and life situations. Every child should have the experience of knowing that he or she can do a variety of things well, and can meet life's challenges successfully. The sense of personal competence that comes from such achievement and accomplishment contributes directly to the child's feeling of self-worth and self acceptance.

NEW EXPERIENCE—All human beings have an important need for new experiences that provide a sense of adventure and excitement. Mastering new skills, exploring new environments, learning new creative activities, or overcoming risks and hazards helps to dispel boredom and monotony, and makes life vital and worthwhile. Children in particular have a strong exploratory drive, which makes them wish to test themselves in challenging situations. Camp is a new experience for many children, and it provides many forms of activity that contribute significantly to the child's growth.

SECURITY—Finally, as an alternative or respite from the risk situation, or from daring to engage in activities where failure or rejection can be found, there is the need for security. In terms of the child's life, this often represents the home environment, full of the love of parents and siblings. Here, everything is familiar and safe, and there is little danger. Children need to have this sense of security in their lives, but they also need to balance it with the willingness to take chances and risk failure. The camper who is unwilling to try new ventures because he or she might fail and be scorned by others lacks self-confidence. Essentially, security is found within oneself, rather than in the situation. However, it is built up in children by teaching them that they are loved by others, and that this love can be counted upon whether they win or lose, succeed or fail.

Richard G. Kraus and Margery M. Scanlin, *Introduction to Camp Counseling* (Englewood Cliffs, NJ: Prentice Hall, 1983), pp. 110-111.

The Assertive Counselor

Counselors must learn to be firm and assertive with children. Too often, we tend to think that being friendly, understanding, and accepting of the child's behavior and personality is all that is necessary. Children themselves seem to want the counselor to be a "good guy," in the sense of being a "buddy," warm and easygoing. Recent research in camping shows that children want counselors to be accepting and to behave in the following way. The "accepting" counselor, in their view

. . . likes to talk to me and be with me much of the time; smiles at me a lot; tries to treat me as an equal; isn't interested in changing me, but likes me as I am; seems to see my good points more than my faults; doesn't mind if I kid her about things; is very interested in what I am learning in activities; tries to understand how I see things. (Mary Faeth Chenery, "Toward a More Concrete Understanding of Child Behavior," *Camping Magazine*, April 1981, p. 27.)

While these are important ways of behaving, it is also important that counselors recognize that they are in a position of authority, and that campers want them to provide direction and to behave in strong and confident ways. This does not mean that they should be arbitrary or punitive, but that they should express a willingness to be in charge and should do so effectively.

Counselors have an obligation to provide strong leadership. If they do not, campers may run roughshod over them and the cabin unit will not have the overall direction it needs. To do this, counselors must express themselves in ways that do not get them into unproductive power struggles or arguments with campers, or cause them to lose their "cool" and become hostile.

There are a number of key ingredients, or principles involved in being assertive with campers. Too often adults are concerned about being "pleasant" to children and being liked by them. If this becomes too great a concern, and the counselor is unwilling to be "unpleasant" and to draw a hard line at times, the counselor fails to act assertively, and loses the respect of campers.

It is essential that counselors be straightforward in their dealings with campers. Rather than use phrases like "How about being quiet during rest hour?" or "Don't you think it's time to go to sleep?" Counselors should make their wishes clear with phrases like, "I want the cabin to be cleaned up before we go to breakfast." Body language, such as looking the camper directly in the eye, using hand gestures, or emphatically shaking the head, often helps to give commands more weight.

Counselors should be absolutely clear in their own mind about what they expect from campers, and should make these expectations clear to them.

It is helpful also to anticipate possible reactions and determine in advance how these will be met. If campers object, reasons supporting the counselor's request should be given non-defensively and respectfully. Campers obviously should be given input into this process, just as they are encouraged to share in other areas of decision-making or planning. However, the counselor must ultimately follow through.

Effective Communication

1. Have a listening ear. Be ready to listen exclusively to what the camper is saying.
2. Have an understanding mouth. Your words must convey that you understand the camper's feelings.
3. Statements of understanding should precede any attempts to give advice, instruction, or to seek solution. Too often we only deal with an event and totally ignore the feelings or relationships involved. Thus the counselor must work from EVENT TO RELATIONSHIP—responding not only to an event that has occurred or that is mentioned, but to the relationship implied.

Example—Event: Matt complains that Joe always gets to sit next to you at the dinner table.

- Response to event: "No, you sat there yesterday for breakfast, and Bobby was sitting next to me at lunch."
- Relationship implied: Matt is more worried that you don't care as much for him as you do for Joe, than he is about sitting next to you.
- Response to relationship: Try letting Matt know you're still friends. "Well, Matt, how about if you sit across from me, that way we can still talk to each other."
- The counselor may also have to work from EVENT TO FEELINGS—responding not only to the event, but also to the feelings that surround it.

Example—Event: Mike comes into the cabin and complains that the boys were calling him names in the bathroom.

- Response to event: "Who were they? I'll take care of them, this has to stop."
- Feelings: "Mike may not so much be seeking justice, as he is a sympathetic ear. He feels inside like none of the other boys like him."
- Response to feelings: "How does it make you feel when they do that?" Talk about his concerns, and deal with the justice part later.

4. Often it is necessary to work from GENERAL TO SPECIFIC with children. When a camper makes a generalized statement about him/herself it's best not to agree or disagree, but rather to respond with a statement that reveals understanding and trust.

Example—Chris looks at all the beautiful works of art around him, glances down at the chicken scratching on his own paper and says, "I'm a lousy artist."

Options:

- A. You can agree: Bad news. You'll only confirm his feelings further.
- B. You can disagree: Still bad news. Your denials will usually only make his convictions stronger. Opinions people hold of themselves naturally resist quick attempts to change them.
- C. You can convey understanding and trust: Try one of the following:
"Sometimes drawing can be hard, frustrating work. Stick with it." "You're doing your best, that's what I want to see." (Then offer him help and suggestions for improvement.)

5. **HIDDEN MEANINGS**—Children often put their messages to the world in code. By saying or doing one thing, they will mean another. This requires deciphering on the part of the counselor.

6. **PRAISE. USE IT!**

“Praise the children when they do well, for judicious commendation is as great a help to them as it is to those older in years and understanding.” CG 260

Praise a child’s accomplishments, not his/her personality.

A. Praise of personality

1. ignores accomplishments
2. incites uneasiness, denial, and sometimes guilt.

B. Praise of accomplishments

1. Should be phrased so the child can draw positive inferences about his own personality
2. Lets the child feel good about him/herself, helps build self-esteem.

Example—Jenny sweeps the cabin immaculately clean.

- Helpful praise: “Thanks for sweeping the cabin, Jenny. You did a super job! I can’t find a bit of dirt anywhere.”
- Possible inference: Jenny may think, “I am a helpful person, and I can do a good job when I put my mind to it.”
- Unhelpful praise: “Jenny, you’re an angel.”
- Problems: Jenny knows she’s far from being an angel. She wishes you’d forget that “halo” talk.

7. **CRITICISM**

A. Make all of your criticism constructive. When something happens, simply point out how to do what has to be done, entirely omitting negative remarks about the camper and his personality.

B. Avoid making generalizations—“You always . . .” “You never . . .”

C. Don’t create major catastrophes out of minor mishaps or incidents.

Example—Jamie is trying to sword fight the boy next to him with his butter knife and before you can stop him he has spilled his milk. It flows quickly across the table and into your lap.

- Destructive response: “Jamie, now look what you’ve done! What are you thinking? Go wipe it up!”
- Constructive response: “Jamie, quick run and get something to wipe it up with.

There are some paper towels in the wash room. . . . Now, come sit next to me for the rest of the meal.” If he asks why, you can easily explain.

8. **ABUSIVE ADJECTIVES**—Don’t use them! “Stupid,” “Idiot,” “Bad,” “Clumsy,” etc. They only reinforce the camper’s present thinking. A camper thinks, believe, behaves as labeled.

“Never let your child (camper) hear you say, I cannot do anything with you.” CG 238

9. Avoid the overuse of such **NEGATIVE TERMS** as “don’t,” “stop,” “no,” “you can’t,” etc.

10. Try to **ASK** and not order. Campers are much more likely to respond positively when asked, since this invites their cooperation in a nonthreatening way. Orders may challenge the camper, or leave him/her feeling belittled.

Getting to Know Campers

As soon as possible, counselors should begin to get to know campers personally, through individual chats, and through observing them carefully. They should look for the following kinds of information:

- Does the child tend to be a leader, a follower, or both?
- Is the child noisy or quiet? Generally a participant or an onlooker?
- Does the child frequently use attention getting devices?
- Does the child always seem on the fringes of the group discussion?
- Does the child always seem to be so considerate of others that he or she has little time to meet his or her own needs?
- Does the child give up easily, or show a strong determination to persevere?
- Does the child show little emotional control, or a good deal of emotional control?
- Does the child enter readily into group discussions, or does he or she avoid entering into conversations with the peer group?
- Does the child have a short or long attention span?
- Etcetera. . .

Helping Campers Fit In

It is important to recognize that not all children will fit into the same personality pattern. Some children are relaxed, easygoing, and confident, while others are more excitable and pressured. Some are enthusiastic and likable; others negative, critical, or whining. It is not up to the counselor to try to make them all fit into a single mold. However, the counselor does have an obligation to do the following:

Help each child become more aware of his or her own personal needs, and move to achieve them. Help integrate each child into the group life of the cabin, and gain fuller acceptance by others. This may involve helping the camper recognize which behaviors help and which ones hinder group acceptance.

Assist each youngster in entering into a variety of camp activities as successfully as possible, and to discover those program areas where he or she many have a special talent.

To help children develop constructive attitudes toward each other, including acceptance of others, cooperation, respect for individual differences, and willingness to accept the others’ point of view.

To make sure that children understand and obey the basic rules and procedures of the camp, both

for their own protection or safety, and also because it promotes general camper well being. To help strengthen positive attitudes about the cabin, the unit and the group, including feelings of loyalty, responsibility and a sense of high morale.

Provide a positive example, in terms of personal habits, use of language, fairness, cheerfulness, and a high level of motivation.

Recognize when children have individual problems of adjustment to camp life, or present behavior difficulties, and work to overcome these. Ibid, pp. 59.

The Counselor as Spiritual Leader

1. The counselor's own personal relationship with God is the most important factor in his/her development as a spiritual leader, because you can't share something you've never experienced.
2. Campers will learn the most from what you do, rather than what you say. Your attitude, actions, and interactions with the campers are your best set of tools as a spiritual leader.
3. Don't try to put on a spiritual front, but be true to who you are as a Christian. The campers will notice if the counselor is faking. When the counselor is true to themselves and the campers, there is potential for spiritual growth.
4. In speaking with campers in a formal way, remember it is the truth grasped, not set forth, that changes lives. Meet them where they are at, and talk their language!
5. As a spiritual leader, learn to expand your definition of "spiritual." Dispel the myth that we do "spiritual" and "secular" things at camp. The counselor must see every moment as spiritual. God's Spirit is with us all day long, and is interested in entering all of our activities. Teach the campers the "everywhereness" of God. Above all, help them experience the fact that

CHRISTIANITY IS FUN!

6. All life is spiritual, but not all devotional. Cultivate devotional habits in your campers, as well as in your own personal life.
7. Require the reverence of your campers during the devotional period. Don't allow one camper to interfere during this time with God at the expense of the others. If at all possible, maintain quietness immediately following worship, as well, by making it the last thing before lights out and quiet.
8. Encourage involvement in your devotions. Get the campers using their Bibles. Allow time for and structure your worships around time for questions and discussion when appropriate.
9. Explore alternative worship formats, ideas, and worship spots.
10. Utilize the expertise of the Camp Pastor. He is at camp for the spiritual well being of the campers. Some pastors may be willing to come and give a special story or worship for your cabin, and all will be more than willing to discuss spiritual concerns with a willing camper. Some campers may be more comfortable talking with their counselor.

11. Use your cabin family members. Inform them of when/where/how. For instance, they can help your campers learn the memory verse or bring their guitar for some songs.

12. Pray! That's where the power is.

The Counselor and Prayer

1. Only the Holy Spirit can truly change the lives of our campers.
2. The counselor must summon His power and presence through prayer to accompany his/her efforts to guide and discipline campers.
3. Specific prayer for individual campers should be a part of the counselor's personal or corporate devotions.
4. The counselor should take the opportunity of the devotional periods to help campers strengthen their prayer life.
5. Experiment with different types of prayer in the cabin. (i.e.—individual, silent, sentence, thanksgiving, special request, pop corn, etc.)
6. Share personal one-to-one times of prayer with campers when appropriate (i.e.—during times of concern, crises, discipline or thankfulness). This is especially important before bedtime.
7. In such a position as counseling, it is of great importance that the counselor continually communicates with God throughout the day. In this way he/she will find the strength and state of mind to deal with campers in a redemptive way.

Camper Guidance

What specifically are the values and standards of camper behavior that counselors should seek to encourage or instill?

Respect for the rights, property, and opinions of others.
A sense of personal responsibility.
Self discipline and control.
Kindness and consideration for the other fellow.

Loyalty to one's friends, including both the cabin group and the overall camp.
A sense of service to others.
Understanding and acceptance of the established rules and values of society.
Proper standards of conduct, including good manners, courtesy, and constructive work habits.

Pride in self, family and group affiliations.
Imagination and personal creativity.
A taste of exploration and meeting new challenges.
Ability to use time wisely.

A sense of integrity and personal dependability.
Adaptability to changing situations.
Ability to make friends.
Ability to accept both leadership and followership roles in group situations.

Respect for intellectual talents, or deficits, of others.
Understanding and appreciation for things spiritual.

Bloom and Ballentine Camper Guidance (Bradford Woods, IN: American Camping Association, 1961), pp. 9

Set Expectations

1. Act confidently!
 - A. Be prepared for your campers when they arrive
 - B. Let them know that you know what's going on
2. Be friendly, but firm!
 - A. Get acquainted! Learn your campers' names right away
 - B. Establish order from the first
3. Explain the camp program and objectives thoroughly!
4. Establish a set of rules!
 - A. Introduce them on the first day
 - B. Use a positive, nonthreatening approach
 - C. Explain the reasons for the rules
 - D. Make the requirements
 - few in number
 - set up to meet necessary situations
 - obviously reasonable
 - clearly defined
 - within the children's capacity
 - E. Consequences should be
 - clear cut
 - the natural result of child's action
 - proportionate to stage of learning
 - inevitable
5. Don't be a "dictator"!
 - A. Don't control just for the sake of control
 - B. Being strict doesn't mean being unpleasant or overbearing
6. Don't start without any control and suddenly "take charge"—there'll be mutiny on the Bounty!

"Tell your children exactly what you require of them. Then let them understand that your word is law and must be obeyed. . . It is far better for (campers) to obey from principle than from compulsion." CG 225
It's far better to start on the strict side, and then ease up when you have control!

Use Preventative Discipline

1. Make it as easy as possible for campers to behave!
 - A. Keep opportunities for misbehavior at a minimum
 - B. Avoid unreasonable rules and expectations
 - C. Have positive expectations about your campers' behavior
 - D. Express confidence in their ability to behave
 - E. Give the camper as much responsibility as possible

"The youth must be impressed with the idea that they are trusted. They have a sense of honor, and they want to be respected, and it is their right." CG 225

2. Develop a good rapport with your campers!
 - A. Be caring and concerned
 - B. Be interested and involved
 - C. Be attentive and aware
 - D. Always be a friend, but never become a camper
3. Avoid unnecessary conflicts!
 - A. Be aware of various attitudes and moods
 - B. Watch for accusatory or defensive behaviors
 - C. Be in tune with potential areas of conflict
4. Reward and praise good behavior, give necessary but minimal attention to misbehavior. Use positive reinforcers—praise, encouragement, direct rewards for good behavior, etc.
5. Get the problem camper on your side!
 - A. Redirect his/her energies into appropriate channels
 - B. Give him/her positive roles or tasks to perform
6. Discipline yourself!
 - A. Have a positive attitude about the camp program
 - B. Express nothing but total support for the camp regulations, fellow staff members, and administration
 - C. Set an example in all areas of behavior

"BE WHAT YOU WISH YOUR CHILDREN TO BE." CG 278

Camper Management Tips

1. Signals— nip trouble in the bud
 - A. Clear your throat
 - B. Stare at the culprit
 - C. Shake your head
 - D. Stop in mid sentence
2. Proximity control—Always place yourself in the center of your campers
 - A. Stand or sit next to the troublemaker
 - B. Use a firm but gentle hand on the arm or shoulder
 - C. Utilize your cabin family members to help broaden “your” proximity
3. Interest boosting—redirect attention
 - A. Offer to help the camper, examine what he/she is doing
 - B. Ask a genuine question of the camper, not just “Are you listening?”
4. Humor
 - A. Convey that behavior is not acceptable in a good-humored way
 - B. Avoid sarcasm and irony
5. Routines—get in the groove
 - A. Establish regular morning and evening patterns
 - B. Enforce regular mealtime routines—cleaning tables, doing duties, etc.
6. Use of restraint
 - A. Physical restraint may have to be used when a camper is endangering others
 - B. Restraint must be only protective, not punitive. Don’t shake, hit, or lose control of yourself
7. Remove the temptation
 - A. “Relocate” a camper who finds fellow campers tempting or troublesome
 - B. Put objects tempting to a camper (flashlights, toys, etc.) on “lay away” until the appropriate time.
8. Plan for control
 - A. If an activity seems to be full of opportunities for mischief (e.g. a canoe trip across the lake), prepare the camper ahead of time by emphasizing the need for certain guidelines (no tipping, splashing, standing up, etc.)

Make Corrections

1. Be Prompt
 - A. Correction must promptly follow misbehavior if the relationship between the two is to be fully comprehended. Corrections that threaten a camper with punishment will in the future build resentment and may encourage further misbehavior in an attempt to “get even.”
 - B. Correction that is applied when a camper is extremely upset may be ineffective. Let him/her cool off before you mete out your discipline.
2. Be consistent
 - A. Exercise the same amount of control with all campers and at all times. Be fair and impartial—have NO pets.
 - B. Being strict one day and lenient the next, or hard on one camper and easy on the next, may encourage campers to “test” you to see what kind of a day you are having, or how much you’ll let them get away with.
 - C. Abiding by a set of rules is an excellent way to remain consistent.
3. Be gradual
 - A. Don’t silently “save up” a camper’s offenses and then “cash them” in all at once.
 - B. Communicate to the camper all along how you feel about his negative behaviors, using discipline as the last resort.
4. Be reasonable
 - A. Harshness in your correction encourages rather than discourages misbehavior.
 - B. The degree of discipline should match the degree of offense, not the degree of your feelings.
 - C. Corporal punishment or abusive physical exercise are not to be used as disciplinary measures.
5. Have a purpose for your disciplinary actions that coincides with the camp’s philosophy of discipline.
 - A. Be careful not to discipline for personal dislikes or pet peeves—especially when such behaviors are not harmful or do not obstruct the camp program.
6. If at all possible, make the discipline fit the crime. The closer the corrective action relates to the transgression, the better.
7. Some types of discipline
 - A. Compensating action—repairing the damage done, righting a wrong
 - B. Extra duties
 - C. Withholding a privilege
 - D. Private conferences
 - E. Appeal to higher authority
 - 1) Discuss any problem with your Village Director anytime
 - 2) If necessary, it can then be taken to the Camp Director

8. Correction procedures

- A. Speak kindly but firmly
- B. Make sure the camper understands he/she's done something wrong
- C. Identify the misbehavior(s) and state the unacceptable behavior in descriptive terms, not just "cut it out!"
- D. Try to find out the "why" behind the behavior of the one disciplined
- E. Explain why the behavior should cease
- F. When the incident is settled, suggest a more constructive form of behavior or response.
- G. Make an attempt to re-establish rapport with the camper, and to give encouragement
- H. Discipline individuals in private so as not to embarrass them.

"... children should not be left in a hopeless state of mind, but with a degree of courage that they can improve and gain your confidence and approval. Children may wish to do right, they may purpose in their hearts to be obedient; but they need help and encouragement." CG 279

"Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a stepping stone to better and higher things." CG 255

9. A word about anger—keep your temper

- A. Anger most often occurs when we've lost control of the situation, or when our security is threatened. This may be the result of improper control or the lack of it much earlier in the day/week.
- B. Anger is your problem. You are responsible for your emotions, not your camper.
- C. If you must express your anger, do so without attacking the campers or their personalities. Express it in calm terms, and recognize the fact that it is how you feel.
- D. Never discipline when you are angry. Postpone until you get control.

When your children do wrong and are filled with rebellion, and you are tempted to speak and act harshly, wait before you correct them. Give them an opportunity to think, and allow your temper to cool." CG 246

"Teach them patiently and lovingly. Be firm with them. Do not let Satan control them. Discipline them only when you are under the discipline of God. Christ will be victor in the lives of your children if you will learn of Him who is meek and lowly, pure and undefiled." CG 245

"You should correct your children in love. Do not let them have their own way until you get angry, and then punish them. Such correction only helps on the evil, instead of remedying it. . . . Do not, I beg of you, correct your children in anger." CG 245

10. Be prepared to take advantage of "teachable moments." Discipline, both preventive and corrective, can be a vehicle for sharing God's love and plan for good in everyone's life.

11. Your part and God's part

"After you have done your duty faithfully to your children, then carry them to God and ask Him to help you. Tell Him that you have done your part, and then in faith ask God to do His part, that which you cannot do. Ask Him to temper their dispositions, to make them mild and gentle by His Holy Spirit. He will hear your pray. He will love to answer your prayers." CG 256

Avoid Self-Defeating Behavior

1. Threats— invitations to misbehavior

- A. Challenges a camper's independence and self-respect.
- B. May produce "showdowns"
 - 1) Avoid one-to-one confrontations in front of the whole cabin
 - 2) The camper may "lose" with you, but "win" with the rest of the campers
- C. Opens the way for frustrations and anger
- D. Repeated threats can destroy your credibility and effectiveness as a counselor
- E. No camper shall be threatened or ridiculed

"Do not . . . in your discipline of children release them from that which you have required them to do." CG 247

2. Bribes—the "if then" fallacy

- A. May encourage a camper to an immediate goal, but will seldom inspire continual efforts
- B. Conveys doubts about camper's ability to obey
- C. Leads to increasing demands and expectations for rewards for good behavior
- D. Rewards are most helpful when they are unannounced, un-negotiated, and when they signify recognition and appreciation

"Give few commands, but see that these are obeyed." CG 247

3. Promises

- A. Promises used to emphasize that you "mean what you say" admit the fact that your "unpromised" word is not trustworthy.
- B. Don't extract a promise of future good behavior or cessation of past misbehavior from campers. Such promises are not their own, and it is unreasonable to expect them to be able to keep them.

4. Sarcasm

- A. Only belittles the camper
- B. Puts camper on the defensive— invites thoughts of revenge and not of solving the problem at hand

5. Lying

- A. Don't "set up" opportunities where the truth may not be told. When you know the answer to a question, don't ask it. Make it as easy as possible for the camper to tell the truth.

Behavior Problems: The Counselor's Reference Guide

(Behavior Problems are listed in alphabetical order.)

The counselor may face a number of different behavior problems in any given week. Following are suggestions on how to deal with several common types of problem campers. Keep in mind that every camper is unique and should be treated as such. These suggestions can give you a general direction in working with the camper; however, make the decision in areas affecting camper behavior, safety, or adherence to camp rules and policy. When this is done, counselors should not let verbal “power struggles” take place, with endless wheedling, arguing, or delaying tactics. They should be firm, forceful, and direct in their determinations. If it is necessary to apply penalties for deliberate or continued infractions of camp rules, they should do so quickly, calmly, and without emotional or abusive criticism of the disruptive camper. Ibid. pp. 125 127

HOT TEMPERS

Counselor should:

1. Never get angry back
2. Never try to solve the problem or reason with them in the heat of conflict.
3. Avoid conflict with the camper
4. Physically restrain if necessary
5. Separate physical fights physically—not verbally
6. Remove the camper(s) from the problem
7. Remember the sequence: REFRAIN (from anger), RESTRAIN (the camper), REMOVE (from the problem), REST, RESOLVE (the situation).

BULLIES—Campers crave attention, seek peer approval, and gain a sense of control and self-worth through manipulation and domination over others.

Counselor should:

1. Never tolerate violence
2. Redirect their energies elsewhere
3. Never put them in an authoritative position unless it is part of a routine assignment
4. Stay around when they are in charge
5. Speak to them privately about their problem to avoid embarrassment
6. Praise them for right actions
7. Encourage them to be a servant leader and positive role model

DISOBEDIENT CAMPERS—Campers seek peer approval. They usually have little discipline at home and think they have a hard shell—hot stuff.

Counselor should:

1. Never use unreasonable discipline.
2. Insist on obedience from the first.
3. Use your village directors

HYPERACTIVE CAMPERS—Campers are normal kids but some may be hyperactive. In extreme cases, the camper may be on medication or a special diet. Check with the camp nurse or doctor.

Counselor should:

1. Keep him from hurting himself during vigorous activities.
2. Not try to wear them out—you'll wear out before they do.
3. Remember they'll need their rest most—and so will you!

NEGATIVE CAMPERS—Campers didn't want to come to camp. They often feel mistreated or misplaced.

Counselor should:

1. Never show a negative attitude toward the camp or staff yourself. Be supportive and participate in everything fully.
2. Have the camper try everything and be involved.
3. Explore their negative feelings, and remedy the situation if possible.

PRANKSTERS—Campers may believe pranks are fun and part of the camping experience. They may pull pranks in revenge and usually do not do them alone.

Counselor should:

1. Remember that pranks should not be tolerated if they include vandalism or disrespect for another's rights.
2. Avoid innocent pranks because they can build on one another in intensity, and unforeseen tensions may develop.
3. Be advised that a “no prank” policy is best.
4. Take pranks in good humor and calmly explain why they should not continue.

QUITTERS—Campers lack confidence in their ability to function in almost every area of camp life. They may give things a try, but at the first signs of failure are frustrated and quit. They do not fully benefit from the camping experience and are a drag on the overall morale and achievement level of surrounding campers. They may be subject to the ridicule or teasing of others. And they may suffer from generally a chronic, deep-seated attitude; This will not be reversed overnight.

Counselor should:

1. Lower demands and expectations and simplify activities where possible.
2. Help the camper experience success on a smaller scale, and then build on this success.
3. Encourage their best efforts.
4. Use praise and compliments appropriately.

SHOW OFFS—Campers can appear as if they feel superior to fellow campers. They often are compensating for feelings of inadequacy or inferiority.

Counselor should:

1. Help them to understand that their behavior is causing others to resent and avoid them, rather than respect or admire them.
2. Help them to gain some real recognition and respect from others for actual accomplishments.

SHY AND WITHDRAWN CAMPERS—Campers don't have a ready made circle of friends at camp. They may feel out of place if they are not an Adventist, or if they are from out-of-state. Often they lack the ability to make new friends quickly and generally have a low self-image, are insecure, and have little self-confidence. They are usually extremely sensitive.

Counselors should:

1. Give responsibilities, include them in activities.
2. Praise them for what they do.
3. Not treat their quietness like an illness by asking "what's wrong" or "are you all right" all the time.
4. Never overprotect, but be aware of cohabitants' behavior towards them.
5. Ask open-ended questions—try to draw them out.
6. Encourage others to befriend them.
7. Beware of a counselor's tendency to give all of his/her attention to the troublemakers, the out spoken, or the popular campers.

STEALING—The camp environment may provide opportunities for stealing. Close or shared living quarters, ill-defined "personal areas," and the abundance and availability of other campers' personal items may pose new and strong temptations for some campers. Others may already come to camp with a compulsive stealing habit. The counselor must do all he/she can to prevent theft, and should know how to deal with it wisely when it does occur.

Counselor should:

1. Reduce the opportunity for stealing by having campers deposit their money in the camp store. Encourage the campers to put all other items of value out of sight.
2. Talk with the cabin group early in the week about respect for other people's property and what that means in concrete terms.
3. If theft is thought to have occurred, have the cabin group itself consider the stealing problem. All children involved should be able to openly discuss their feelings about their right to personal property, and their expectations of fellow campers. No direct accusations should be allowed.
 - A. All accusations should be made privately to the counselor, or turned in secretly on a slip of paper.
 - B. The counselor should provide the opportunity for the offenders to admit their part in a private conference.
 - C. If convincing or positive proof is obtained, the camper should be confronted with it, and the matter discussed and dealt with privately.
 - D. All stolen items should be returned or ample restitution be made.
 - E. There will be instances when a guilty party cannot be determined. In such cases the entire cabin is not to feel the frustration of the counselor by bearing a penalty, neither is anyone to play the scapegoat undeservedly. Let it suffice to discuss the matter, to take further precautionary measures, and to let those in the wrong know you are watching and aware.
 - F. Unannounced "shake down" searches, and searches without the owner's knowledge or consent are also unethical practices and have no place at camp without proper legal authority.

TATTLETALES—Campers seek approval from those in authority, gain satisfaction from seeing other punished, and may demonstrate a "holier than thou" attitude toward other campers

Counselor should:

1. Minimize your responses (e.g. "I'll keep my eyes open," "I'm always aware of it," etc.)
2. Try to be ahead of their reports
3. Teach them positive conflict resolution skills (coach them through it)

Camper Health

1. Counselors will check and observe campers throughout the day to see that each one is following good health habits of cleanliness and care of his/her body.
2. Counselors should especially be alert for signs of fatigue, colds, skin disorders, cuts, etc.
3. Counselors should observe the eating habits of each camper and encourage him/her to eat a balanced diet and avoid wasting food.
4. Campers should be appropriately dressed for the weather, and protected against mosquitoes and other biting insects.
5. Any accidents, illnesses or changes in behavior pattern of the camper should be reported immediately to the camp nurse. A weekly camp doctor is also on hand to assist in meeting the camper's medical needs. If in an urgent situation arises and neither the doctor nor the nurse is available at the medical building, the camp secretary or village directors can page them for you.
6. In the case of a camper who makes a questionable complaint of illness, pain, discomfort or injury, it is always better to err on the side of the camper. If plain common sense does not rule out a trip to the medical building, take it. It is always better to be safe than sorry in seeking medical attention. Let the doctor or nurse decide whether or not further medical attention is required, and what a future course of action should be in dealing with a camper's ailments.
7. All medications must be turned over to the nurse at registration time. Only the nurse is allowed to possess and dispense medication. This includes prescription as well as over-the-counter drugs. If medications are found they should be taken to the nurse immediately.
8. The restroom is a major area of concern pertaining to camper health. If an incident occurs, maintenance is needed, or cleaning is required, report it to the village directors.
9. For purposes of safety, hygiene and health, campers and staff must wear shoes at all time, except the beach. Footwear must be worn when in transit to any of these places. Caution: Running barefooted in the restrooms is a favorite camper activity. Please advise campers to walk.
10. Emotional health may become a concern at camp. If the counselor has any questions regarding a camper's mental or emotional state, he/she should consult with the village and Camp Director. Chronic depression, suicidal statements and the like should not be taken lightly, and should be brought to the attention of the village directors.

11. All campers are to sleep in their own beds. Two campers may not share a double bed even if they are related.
12. Shower supervision is required regardless of age/behavior. When left alone during this time, hazing and other terrible situations can occur. Campers cannot shower together.
13. The mental, physical, social and spiritual health of his/her campers should concern a counselor more than any other part of his job. This makes it necessary to be alert to camper health at all times.
14. No camper shall be deprived of food, sleep, or placed alone

Enuresis

POSSIBLE CAUSES OF ENURESIS

1. Usually a physical problem. The physical cause is simply immature bladder muscle and involuntary nervous control. (May be aggravated by stress).
Until age 12 bed-wetting is normal. No medical testing is done before age 12 (in most cases).
2. The change from home to camp can trigger an emotional response that may in turn contribute to the bed-wetting problem.
3. Feelings of insecurity and low self-confidence (either situational or chronic) may result from bed-wetting.

STANDARD PROCEDURES FOR ENURESIS

1. Limit fluids at supper. Little or no fluids after supper.
2. Make sure he/she goes to the bathroom just before bedtime.
3. Wake the camper after two or three hours of sleep to urinate, if necessary.
4. If the camper does wet the bed, take the bedding to the laundry discreetly—without the attention of the other campers. Wash and disinfect the mattress (air it out in the sunshine, if possible). Extra sleeping bags are kept in the counselor bathhouse for convenience and discretion.
5. If the problem has come to the attention of the other campers already, take care of it immediately.
6. PROTECT THE CAMPER'S INTEGRITY. Don't embarrass or scold him/her, or let the other campers do so.
7. As with all problem campers, try to get to the root of the problem. Help the camper to feel secure, confident and happy in the camp experience.
8. If you feel the problem is beyond your control, consult the camp nurse or doctor for help. They are often given information regarding the child's problem, and may have some valuable suggestions to offer.

Homesickness

Homesickness is not a sickness at all, not an illness to be treated. While some manifestations may exhibit themselves in the form of fever, stomachache, headache, or loss of appetite, which may require calming medical intervention, the core issue is one of adjustment to a new environment.

Homesickness, like culture shock, is a normal, predictable response to an important crisis—a transition from family as primary group to cabin as secondary group. Separation from one's family and friends, loss of daily contact with familiar surroundings, and the grieving of the loss are aspects of relationships that each of us experience, learn how to handle, and integrate as part of becoming and being adults. Seen in this light, homesickness is a necessary and growth producing process, a crisis not only in the sense of danger but also in the sense of opportunity.

It is important to note that a "homesick" reaction may also be an appropriate, healthy response to a poorly conceived, ill-advised plan on the part of parents or camper.

The degree and duration of dysfunctional or inappropriate behavior is the issue, not the presence or absence of homesickness. A camper may be occasionally sad throughout the summer camp session and yet participate fully in activities, eat regularly, and sleep well. This camper presents little concern when compared to one who goes to the medical building each morning and wishes to stay in bed all day.

Identifying homesickness as a dynamic process of adjustment rather than a static problem gives comfort to camp staff, parents, and campers. Being in a state of transition is a landscape that can be described, is constantly changing, and is experienced by many others.

The child's transition from child in family to camper in the cabin involves four actors on the stage: The child, the child's family from which he/she is separating, the cabin, and the counselor. It is crucial that all four be seen as part of the transition; too often the child is labeled as "having a problem." Adapted from Jerry Garfield, "Homesickness: Phone Home," *Camping Magazine* (March, 1984) pp. 38-43.

Possible Causes of Homesickness

1. Camper may have been excessively sheltered at home.
2. Camper may be overwhelmed by strange faces and unfamiliar surroundings.
3. Camper may lack confidence in his/her ability to meet the physical/social challenges of camp.
4. Camper may be painfully shy, unable to accept the gestures of friendship offered by others.
5. Camper may be terribly embarrassed by the lack of privacy in the cabin or shower.
6. Camper may have an over-attachment to one or both parents. This is more likely to occur among "only" children, or those from broken homes, who may feel insecure about their family.
7. Camper may be frightened by the camp environment, with such elements as the strange and threatening night sounds in the surrounding forest making it difficult for them to be alone in bed at night, without the reassurance of a parent close by.

8. Parents sometimes inadvertently cause homesickness. They may talk about it so often before the child arrives at camp that the child expects it to happen. Parents may actually tell their children they expect them to be homesick, or they may instruct the child to call home right away if they are and “Mommy will come and get you.”

Richard G. Kraus and Margery Schalin, Introduction to Camp Counseling (Englewood Clifffes, NJ: Prentice Hall, 1983), pp. 61.

Standard Procedures for Homesickness

1. Encourage the camper not to be ashamed of his feelings. Let him know that homesickness is a common, normal experience.
2. Suggest some activity area of high interest to the camper, and get them involved.
3. Beware of letting the camper spend time alone.
4. Help the camper look forward to something good coming up soon.
5. Encourage all camp people to especially befriend the camper.
6. Postpone the camper’s decision to leave. Encourage him/her to give camp a try before making that decision. This may help to alleviate the immediacy of the situation.
7. Do not allow campers to call home without village director present. Postpone call home as much as possible.
8. Night time can accentuate homesickness. You may have to spend a late hour or two with a home sick camper.
9. Be aware that homesickness can be “infectious” in nature among the members of the cabin.
10. Be patient. Time and involvement in the camp program usually cures homesickness, or at least helps a camper cope with it. Don’t look for a quick cure to a homesick camper, but be prepared to stick with him/ her on the long haul to facilitate the process of adjustment inherent in the homesick experience.
11. Use the camp resources, if necessary. Your village directors are ready and willing to assist, and should know of your camper’s homesickness. In severe cases, the Camp Director should be notified, as well, so that further measures may be taken.

Honor Cabin

Honor Cabin is awarded based on five areas:

1. Conduct (10)
 - a. Attentive at meetings
 - b. Quiet at line calls
 - c. Being kind and courteous to others
 - d. Obedience to counselor and all camp staff
2. Memory Verse (10)
 - a. Be prepared at Village Line Call to present memory verse for Village Director
 - b. Each camper should say the complete memory verse with confidence as a cabin
3. Attendance and Punctuality (10)
 - a. Be on time as a cabin
4. Cabin Inspection (out of 9, 1 bonus point possible)
 - a. No trash around cabin
 - b. Clothesline neat
 - c. Lights out/Curtains open
 - d. Porch and floor swept
 - e. Clean trash can
 - f. Beds neat
 - g. Luggage arranged neatly
 - h. Shoes neat
 - i. Shelves and hanging clothes neat
5. Camp Duties (10)
 - a. Complete duties thoroughly

Honor cabin is designed as positive reinforcement to reward campers for good behavior. The campers should know that honor cabin is a privilege. Even though they may not receive honor cabin during their week at camp, the principles can be applied to daily living as an honorable citizen. Honor cabin reflects campers’ behavior not the counselor’s capabilities.

Honor Cabin of the Day: Eats first at meals (Supper, Breakfast, and Lunch), can eat outdoors, and gets front row seats at the evening program

Honor Cabin of the Week: All the awards for Honor Cabin of the Day, plus a special surprise planned by Village Directors

Camp Duties/Line Call

Dining Room Floor— The dining room floor is then to be swept thoroughly. Pay special attention to under the serving decks and the tray return area.

Rangers—This duty entails picking up paper, trash, scraps, etc. The girls will pick up in the area from the dining hall to the craft building, and around the girls' rest rooms and cabin area. The guys will pick up from the dining hall, along the path to the boys area, and in the boys village itself.

Windows and Porch—This duty means cleaning the glass doors of the dining hall. Porch win-dows done as needed. The dining hall porch is to be swept.

*Each counselor will be given a weekly duty list, and one will be posted in the dining hall. Plan ahead for your duties, especially when you think time may be short.

Line Call—Line calls are essential to a well-ordered camp. There are good reasons for this. It is necessary to assemble the campers in one place in order to carry on activities. Checking attendance and promptness is facilitated by line calls. This prevents campers from becoming separated from their units and may prevent some unfortunate experiences. Each unit captain is called upon to report every line call, indicating if all are present. Every counselor should be standing behind their unit quietly. There are to be no exceptions to this unless the counselor is excused by the director. In that case, the assigned relief counselor will be in charge.

Rest Period and Time Off (T.O.) Counseling

T.O. is a much needed break for the counselor. Being a T.O. counselor is a huge responsibility. Both the full-time counselor and T.O. counselor should work as a team to be a positive influence for the campers. T.O. counselors should make the counselor's job easier by supporting their rules. Becoming too friendly with campers can bring disrespect for the T.O. and negative feelings toward the counselor. T.O. counselors carry every responsibility of a full-time counselor while on duty. Listed below are a few tips and rules pertaining to T.O. counseling

Punctuality is the key for both counselors and T.O.'s. T.O.'s should be on time to Lunch Line Call and counselors should return to cabins no later than the end of Rest Period. Directors should plan ahead to help any staff T.O.-ing to arrive on time to Lunch Line Call.

RESPONSIBILITY

- o Steer camper conversation towards acceptable topics
- o Be aware if campers have meds or need medical attention (ask the counselor)
- o Camp duties – check the posted schedule to see if your cabin has a duty

SUPERVISION

- o Keep campers together
- o Each camper should be accounted for at all times
- o Presence alone is not supervision – Awareness is required
- o Only Teen/Tween campers can go back to the cabin alone with a time limit

ACCEPTABLE ACTIVITIES

- o Visit camp store
- o Stay in cabins, unless you receive special permission from the Village Directors (Play games, Allow nap time, Reading, Quiet talking, Audio stories-- as provided by counselors)
- o Adventure Week – Campers will need rest time
- o Teen Week – Campers may choose between staying in the cabin and going to the athletic shed

UNACCEPTABLE ACTIVITIES

- o No electronics, especially cell phones, are to be used by campers Don't let them use yours, even if you're related to or simply know the camper
- o T.O. counselors are not to be using cell phones during T.O. time.
- o T.O. counselors should not sleep

Things to Know

- o Honor Cabins eat first during the meals.
- o Each table will have a dismissal number. Starting with one, each table gets a turn in the food line.
- o Campers should wash their hands before entering the food line.
- o After eating campers should wipe down their tables, place the folding chairs on top of the table and leave the dining hall.
- o The rafters in the boys' village should never be climbed.
- o At the end of rest period the T.O. counselor should prepare the cabin for the next scheduled activity.

Cabin Families

Cabin families are designed to provide invaluable assistance for the counselor as well as involving general staff in the campers' daily experience. For the first five weeks of camp our focus is kids. We want to engage everyone in soul winning regardless of camp position. What makes cabin families so effective is the relationship between the staff and the cabin family. Take time before the campers come to develop strong relationships, ideas, and goals. Pray together that God will use you. Here's what it means to be a cabin family member:

Together with the counselor and other family members you form a team. You should work to better the camp experience.

Be part of the counselors game plan and always communicate with them

- o Ask them what they need or expect from you
- o Counselors should involve their family members and inform them of special activities

A crucial aspect of cabin families is sitting with your cabin at worships

- o Your goal should be to focus the campers, not to distract from the program This can be achieved by being surrounded by the campers
- o The counselor should be positioned in the center with cabin family members closer to the ends of the row

- o Be an example of reverence yourself.

There are times to be friendly as well as times to be serious

- o Being too “buddy-buddy” can limit your influence as well as taint the campers’ opinion of their counselor

Remember the counselors have to deal with the disciplinary actions

- o Family members are extra eyes and ears
- o Support the counselors rules and discipline

Do something special for your cabin

- o Sit with them at meals
- o Go to Cabin Fun Night
- o Have worship with them
- o Walk to meetings with them
- o Just say “hi”
- o Learn their names
- o Help plan a camper’s birthday party
- o When your cabin comes to your area make their visit extra special
 - If you’re a boat driver, do something special even if it’s small
 - If you work in the kitchen, bring them a treat
 - If you work at high adventure or waterfront, plan to be working in the area where they’ll be visiting
 - If you’re on work crew, show them a tractor – maybe even arrange a special ride or demonstration

Cabin families are SO appreciated! Together we can make camp extra awesome!

Cabin Fun Nights

Cabin fun nights are to be arranged with the Village Directors as early as possible and on a first-come-first-serve basis. They may be held Monday through Thursday nights.

Locations include: Fort, Wagon Train, Indian Village, Beach, Across the Lake and other spots approved by the Village Directors Please leave location cleaner than you found it.

Some activities are available upon request:

- o S’mores (in limited quantities)
- o A fire can be lit for you

Tell the Village Directors your plan for the evening, and they’ll do their best to make it happen.

Age Guidelines:

- o Adventure – No cabin fun nights
- o Junior – Use discretion with over-night fun nights
- o Tween through Specialty – No age-oriented guidelines

Cabin inspection will continue as normal despite overnight trip, so plans should be made ahead of time to leave cabin neat.

Emergency guidelines

- o Two staff are required for each over-night campout
- o First aid kit, flashlight, and radio are to be taken by the counselor in charge

Transportation

- o Luggage should be put on the porch at the end of rest period the day of the camp out to be transported to campsite
- o Transportation can be arranged for units camping at the Fort, Wagon Train, or across the lake.
- o A unit may canoe across the lake if desired and pre-arranged with Waterfront Director

Director

- o Unit must return in time for Camp Council in the morning, but Village Line Call may be skipped.

Checklist for the End of the EACH Week

Do you know the names of all your campers?

Do all your campers know each others’ names?

Has each camper made eye contact with you?

Does each camper know at least one camp song?

Do you know each camper’s favorite camp activity?

Do you know at least one thing about each of your campers?

- o Favorite food
- o Bible character
- o Favorite Sport
- o Hobby
- o Etc.

Has each camper made a new friend?

Has each camper had an overall positive experience at camp? (Children learn best, try things more often, have more fun and make more friends when they feel safe!)

Did I pray with each individual camper at least once?

Did I show Jesus’ love to my campers?

What can I do better as a counselor?

Remember...

We learn from experience. Make each week better than the one before by relying on Jesus more and more.

FORMS

Observation of Activity Leader

Name/Title of Staff Observed: _____

Activity: _____

Date: _____

Name of Supervisor: _____

Time: _____

Site: _____

Rate the staff member according to the following criteria:

NA= Not applicable; NI= Needs Improvement;

Meets= Meets expectations; Exceeds= Exceeds expectations

Please make comments including encouragement, praise, suggestions for improvement, expectations, necessary corrections, etc.

	NA	NI	Meets	Exceeds
1. Did the staff member orient the participants to the activity with clear instructions on procedures, equipment, safety, and behavioral expectations? Comments:	0	1	2	3
2. Did the staff member enforce general camp safety regulations, as well as those of the specific activity? Comments:	0	1	2	3
3. Were adequate instructions given in a clear and understandable manner – appropriate to the age and skill of the participants? Comments:	0	1	2	3
4. Did the staff member monitor participants closely as they developed competency? Did the staff member continue to provide adequate supervision as the participant progresses in the activity? Comments:	0	1	2	3
5. Were any/all potential hazards identified and managed effectively by the staff member? Comments:	0	1	2	3
6. Were emergency procedures applied appropriately? Comments:	0	1	2	3
7. Does the staff member interact with the participants in an appropriate and respectful manner, focusing on the needs and interests of the participants? Comments:	0	1	2	3
8. Does the staff member use positive behavior management techniques according to the camp's written procedures? Comments:	0	1	2	3

Observation of Activity Leader

	NA	M	Meets	Exceeds
9. Does the staff member's performance meet the expectations addressed in the job description and personnel policies? Comments:	0	1	2	3
10. At what level would you rate the staff person on the following attributes:				
Maturity	0	1	2	3
Proficiency in activity	0	1	2	3
Enthusiasm	0	1	2	3
Cooperation with other staff	0	1	2	3
Use/storage of equipment	0	1	2	3
Assessing size/skill level of participants	0	1	2	3
Comments:				

Additional comments from the supervisor and comments from the staff should be recorded on this form or on another sheet and attached.

Supervisor signature: _____ Date: _____

Staff member signature: _____ Date: _____

Approximate date of next observation _____

Staff member goal for next observation _____



STAFF TRAINING AND EXPERIENCE

This documents that _____ has successfully completed a pre-camp training program from (Insert Date Here).

General Staff

- _____ hours of orientation by camp nursing staff, including:
- camper health screening
 - medication storage
 - exposure control
 - reporting incidents
 - use of supplies
 - first aid
 - recordkeeping
 - health care away from main camp
 - role/responsibilities in health care
 - informing staff of special needs
- _____ hours of practice/discussion of emergency and safety rules and procedures, including:
- campers in public
 - missing persons
 - camper release
 - orienting campers
 - emergency communications
 - severe weather/fire procedures
 - personal property
 - intruders
- _____ hours of instruction/discussion/practice on camp policy, rules, procedures, state regulations, and ACA standards pertaining to camp counseling, including:
- behavior/attitude management
 - respectful/appropriate interactions
 - detecting/preventing child abuse
 - supervision ratios/procedures
 - sensitive issues
 - diversity
- _____ hours of training/discussion on the transporting of campers, including:
- arrival/departure procedures
 - safety procedures
 - behind-the-wheel training (*drivers only)
 - vehicle breakdown/accident procedures
 - written transportation policies (ratios, etc.)
 - loading/unloading procedure

Program Staff

- _____ hours of practice/instruction in target sport skills and range management, including:
- controlling access to range/equipment
 - providing camper orientations
 - following written procedures
 - safety signals
 - monitoring competency
- (Skills verified by _____ on _____)
- _____ hours of practice/instruction in facilitating challenge course activities, including:
- controlling access
 - monitoring competency
 - equipment use, storage, maintenance
 - policy on helmets
 - following written procedures
 - providing camper orientation
 - instructing spotters / belayers
- (Skills verified by _____ on _____)

Aquatics Staff

_____ hours of practice/instruction in lifeguarding skills and techniques, including:

- backboard use/drill
- safety rules
- emergency procedures
- supervision ratios
- lost swimmer drill
- swim endurance test
- rescues

(Skills verified by _____ on _____)

_____ hours of river canoeing for trip on the river. This simulates and trains counselors for trips taken on this river with campers. Training included:

- assessing water conditions
- setting boundaries
- details of trip to turn in to office
- use of PFD's
- emergency information for out-of-camp activities

(Skills verified by _____ on _____)

Horseback-Riding Staff

_____ hours of training/practice in horseback-riding activities/management, including:

- checking suitability of horses
- orienting campers
- classifying horses
- rider apparel
- classifying participants
- safety regulations/emergency procedures
- equipment checks, safety, storage
- supervision ratios
- maintenance of riding facilities

Food-Service Staff

_____ hours of training/discussion of procedures, including:

- dish washing
- garbage cans
- dish drying
- sanitizing utensils/surfaces
- refrigeration monitoring
- food temperature safety zone

Maintenance Staff

_____ hours of training on procedures, including:

- use of power tools
- use/storage of flammable/hazardous materials

Documented by:

Camp Director

Date

Immediate Supervisor

Date

Staff Member

Date



Counselor Mid-Summer Evaluation

Five strengths

- 1.
- 2.
- 3.
- 4.
- 5.

Three areas for growth

- 1.
- 2.
- 3.

Three things I love about counseling

- 1.
- 2.
- 3.

Ideas for self & camp improvement

1 = Does Not Meet Expectation
 2 = Area For Growth
 3 = Meets Expectations
 4 = Exceeds Expectations
 5 = Outstanding

Job Performance

1. Is punctual to job	1	2	3	4	5
2. Has an understanding of job tasks	1	2	3	4	5
3. Shows understanding of job tasks	1	2	3	4	5
4. Establishes & maintains control with campers	1	2	3	4	5
5. Enforces well-known, explicit & necessary rules in a fair & impartial way with campers	1	2	3	4	5
6. Reinforces appropriate camper behavior	1	2	3	4	5
7. Encourages & respects opinions & responses of campers	1	2	3	4	5

Personal Performance

1. Has a professional appearance	1	2	3	4	5
2. Exhibits a positive attitude toward work	1	2	3	4	5
3. Exhibits a positive Christian attitude toward general staff	1	2	3	4	5
4. Exhibits a positive Christian attitude toward campers	1	2	3	4	5
5. Shows responsibility & commitment in working with campers	1	2	3	4	5

Safety Performance

1. Supervises campers in a knowledgeable & safe fashion	1	2	3	4	5
2. Has a clear understanding of safety in work area	1	2	3	4	5

Employee Signature

Date

Supervisor Signature

Date

Director's Evaluation

1 being the lowest and 10 being the highest

Department _____

Date _____

Do you feel your opinions and ideas are valued?

1 2 3 4 5 6 7 8 9 10

Do you feel your director is approachable; do they welcome your concerns and take suggestions?

1 2 3 4 5 6 7 8 9 10

Do you feel your director follows the standards they enforce? (Do they practice what they preach?)

1 2 3 4 5 6 7 8 9 10

How efficient and organized do you feel your director is?

1 2 3 4 5 6 7 8 9 10

Do you feel your director leads your team spiritually?

1 2 3 4 5 6 7 8 9 10

What areas of weakness could the director improve on?

What did you enjoy most about working with this director; what are their strengths?

Would you want to work for this director again? Why or why not?

-----Executive Directors-----

Pastor Ken

What areas of weakness could Pastor Ken improve on?

What did you enjoy about working with Pastor Ken; what are his strengths?

Mr Morgan

What areas of weakness could Mr Morgan improve on?

What did you enjoy about working with Mr Morgan; what are his strengths?

Scott Kable

What areas of weakness could Scott Kable improve on?

What did you enjoy about working with Scott Kable; what are his strengths?

Mid-Summer Evaluation

THIS FORM SHOULD BE COMPLETED AND
HANDLED IN TO THE OFFICE BY FRIDAY OF
WEEK 5

Employee Name		Work Location				
	0 - Does Not Apply 3 - Meets Expectation	1 - Does Not Meet Expectation 4 - Exceeds Expectation	2 - Area for Growth	3	4	5
Job Performance -						
1.	Is punctual to job	0	1	2	3	4 5
2.	Has the necessary skills to complete assignments	0	1	2	3	4 5
3.	Works with significant speed	0	1	2	3	4 5
4.	Produces quality work	0	1	2	3	4 5
5.	Has an understanding of job tasks	0	1	2	3	4 5
6.	Shows understanding of teaching skills	0	1	2	3	4 5
7.	Maintains a neat, clean work area	0	1	2	3	4 5
8.	Establishes & maintains control w/campers	0	1	2	3	4 5
9.	Enforces well-known, explicit & necessary rules in a fair and impartial way with campers	0	1	2	3	4 5
10.	Reinforces appropriate camper behavior	0	1	2	3	4 5
11.	Uses time wisely	0	1	2	3	4 5
12.	Presents instruction & information in a clear and organized manner	0	1	2	3	4 5
13.	Encourages & respects opinions & responses of campers	0	1	2	3	4 5
Personal Performance -						
1.	Has a professional appearance	0	1	2	3	4 5
2.	Exhibits a positive attitude toward work	0	1	2	3	4 5
3.	Exhibits a positive attitude toward staff	0	1	2	3	4 5
4.	Exhibits a positive attitude toward campers	0	1	2	3	4 5

4.	Exhibits a positive attitude toward campers	0	1	2	3	4	5
5.	Shows responsibility for duties	0	1	2	3	4	5
6.	Demonstrates a Christian influence to campers/staff	0	1	2	3	4	5
7.	Is self-motivated	0	1	2	3	4	5

Safety Performance -

1.	Handles equipment in a knowledgeable and safe fashion	0	1	2	3	4	5
2.	Has a clear understanding of safety in work area	0	1	2	3	4	5

General Performance -

1.	This has been a positive environment for employees	0	1	2	3	4	5
2.	Is a dedicated team player	0	1	2	3	4	5
3.	Housekeeping	0	1	2	3	4	5

4. Strengths: _____

5. Areas of Growth: _____

Additional Comments: _____

 Employee Signature

 Date

 Supervisor Signature

 Date

NOTE: Copy to employee
 Copy to employee file

Staff Evaluation

**THIS FORM SHOULD BE COMPLETED AND
 HANDED IN TO THE OFFICE BY FRIDAY OF
 WEEK 9 OR BEFORE YOUR STAFF LEAVE**

Employee Name _____ Work Location _____

Date _____

0 - Does Not Apply 1 - Does Not Meet Expectation 2 - Area for Growth
 3 - Meets Expectation 4 - Exceeds Expectation 5 - Outstanding

Job Performance -

1.	Is punctual to job	0	1	2	3	4	5
2.	Has the necessary skills to complete assignments	0	1	2	3	4	5
3.	Works with significant speed	0	1	2	3	4	5
4.	Produces quality work	0	1	2	3	4	5
5.	Has an understanding of job tasks	0	1	2	3	4	5
6.	Shows understanding of teaching skills	0	1	2	3	4	5
7.	Maintains a neat, clean work area	0	1	2	3	4	5
8.	Establishes & maintains control w/campers	0	1	2	3	4	5
9.	Enforces well-known, explicit & necessary rules in a fair and impartial way with campers	0	1	2	3	4	5
10.	Reinforces appropriate camper behavior	0	1	2	3	4	5
11.	Uses time wisely	0	1	2	3	4	5
12.	Presents instruction & information in a clear and organized manner	0	1	2	3	4	5
13.	Encourages & respects opinions & responses of campers	0	1	2	3	4	5

Personal Performance -

1.	Has a professional appearance	0	1	2	3	4	5
2.	Exhibits a positive attitude toward work	0	1	2	3	4	5
3.	Exhibits a positive attitude toward staff	0	1	2	3	4	5

4.	Exhibits a positive attitude toward campers	0	1	2	3	4	5
5.	Shows responsibility for duties	0	1	2	3	4	5
6.	Demonstrates a Christian influence to campers/staff	0	1	2	3	4	5
7.	Is self-motivated	0	1	2	3	4	5

Safety Performance -

1.	Handles equipment in a knowledgeable and safe fashion	0	1	2	3	4	5
2.	Has a clear understanding of safety in work area	0	1	2	3	4	5

General Performance -

1.	This has been a positive environment for employees	0	1	2	3	4	5
2.	Is a dedicated team player	0	1	2	3	4	5
3.	Housekeeping	0	1	2	3	4	5

4. Strengths: _____

5. Areas of Growth: _____

Additional Comments: _____

 Employee Signature

 Date

 Supervisor Signature

 Date

NOTE: Copy to employee
 Copy to employee file