



CAMP STAFF TRAINING MANUAL

2025

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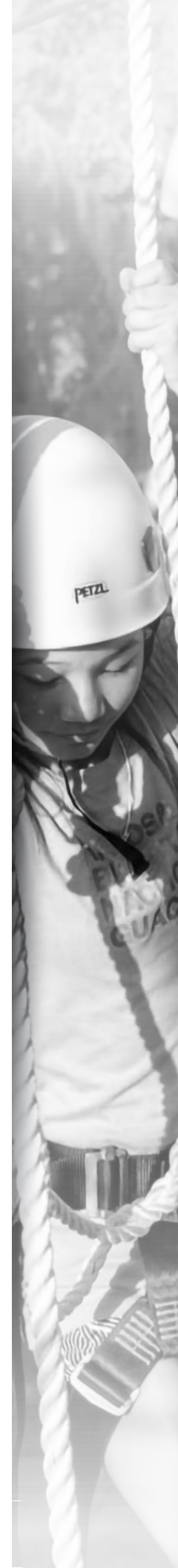


THE SALVATION ARMY
SOUTHERN TERRITORIAL YOUTH DEPARTMENT



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INTRODUCTION

The manual you hold contains valuable information and instructions designed to help you become orientated to the joy and challenge of working with young people as a member of the camp staff.

When you have completed staff orientation you may refer back to this manual at any point should you have questions or if you need further help in a certain area. This manual contains several resources that may be helpful to you throughout the summer. Also, please take advantage of the note taking spaces for your own personal notes about that section. These can be extremely valuable to reference.

Your camp director, instructors, and lead counselors are available to you should you have any questions, but in many instances, you may find the answer in this manual so check back as often as needed.

For decades, camping was considered to be a vital part of a child's growth and development. It is The Salvation Army's hope that all our campers and staff will become capable of good judgments, firm beliefs, warm friendship and be healthy contributors within their communities. Most importantly, it is our fervent hope that our campers, if they don't already, will come to know Jesus as their Savior and friend.

Camp usually takes place in a natural setting that lends itself to outdoor community living and activities. Each camp provides facilities and equipment for living and playing according to accepted Salvation Army standards, policies and philosophy under the guidance and leadership of the camp director. The term "program" as used throughout this manual includes anything and everything that campers and staff do that influences campers and the camp experience. Within this framework the staff supervises, instructs, influences and guides campers.

At all Salvation Army camps the camper is the center of attention. Whatever affects them is important to all of us. The experiences a child has at camp will be remembered his or her entire life. It is your job to ensure that the memories they carry with them are positive and life-changing.

If you do not already know, you will soon learn that young people are impressionable, flexible, easily led, stubborn, understanding, occasionally cruel, full of enthusiasm, at times frightened and insecure, eager for acceptance, skeptical, adventurous, fun, shy and everything in between and beyond. Their behavior is not always consistent, so you must be prepared to accept and constructively manage their behavior and actions.

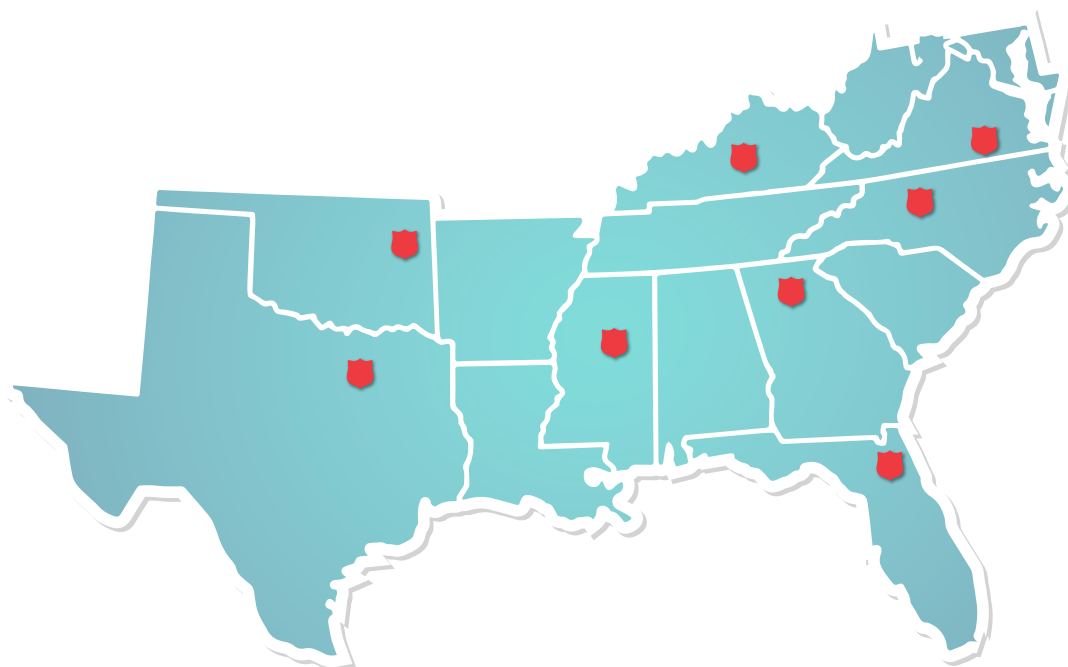
The greatest influence occurs in person-to-person contact. Anything that happens at camp can provide you with opportunities for a teachable moment. You can make your greatest contribution in the growth and development of campers through your understanding and personal example using the gifts and skills God has provided you.

It is natural for you to like one camper better than another, however you must treat all campers fairly and there must be no favoritism. Most importantly, be sure to do your best. This summer is a precious gift God has given you. Don't squander it by simply going through the motions. Wake up everyday ready to give God and the people you serve your very best effort. If you do that, I know you won't regret it. There is nothing more rewarding in life than loving God with your everything and loving your neighbor as yourself.

At the same time, the days will be long and the weeks will be short this summer. Be sure to take advantage of time for rest and renewal. Invest in practices that contribute to your wellbeing and maintain your ability to contribute consistently to the mission of camp. You are joining one big team of Salvation Army camp employees at your camp and across the world. We are in this together and we do better when we work together to accomplish our sacred mission.

Some of the material that follows may seem a bit overwhelming. You may not absorb all of it right away. Your camp director believes you are capable, or you would not have been selected for the job. They will not think that you are inadequate if you bring your questions and problems to them.

To have the best experience, camp must not only be fun for the campers but also for the staff! If you enjoy your work and are comfortable among your peers, the children with who you come in contact with cannot help but be positively affected. Together you can make the camp experience amazing!



Camp Grandview

Jasper, GA - Georgia Division

Camp Rappahannock

Richardsville, VA - Potomac Division

Camp Hidden Lake

Lexington, MS - Alabama, Louisiana,
& Mississippi Division

Camp Hoblitzelle

Midlothian, TX - Texas Division

Camp Heart O' Hills

Welling, OK - Arkansas &
Oklahoma Division

Camp Keystone

Starke, FL - Florida Division

Camp Walter-Johnson

Davidson County, NC - North &
South Carolina Division

Camp Paradise Valley

Burkesville, KY - Kentucky &
Tennessee



CAMP GOALS & EXPECTATIONS





SALVATION ARMY CAMP HISTORY

The earliest recorded camp program operated by The Salvation Army was conducted for Corps Cadets by Bramwell Booth. During subsequent years, The Salvation Army developed an extensive program of "poor children's picnics" whereby large numbers of underprivileged youngsters from city streets were given a day in the country. Eventually, housing was arranged to a week or ten days, with the dual purpose of providing a Christian witness and physically building up the children through good food and abundant fresh air. Each child was regularly weighed at time of arrival and again at departure with the success of the program gauged largely on the poundage gained. Over the years there has been a greater appreciation on the part of The Salvation Army for the inherent values in a good camping program. Camping at its best is an educational process in which the camper may find a new understanding of God and His creation. The natural outdoor location provides an ideal setting for the guiding of young hearts and minds towards spiritual values.



SALVATION ARMY CAMP GOALS

Mission Statement of The Salvation Army

"The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination."

The Salvation Army has been operating overnight camps in the South since 1907.



The 5 Goals of Salvation Army Camps

The Salvation Army provides a great variety of camping experiences in widely different settings. In every camp setting, the mission of The Salvation Army is why we do what we do. Therefore, the goals

of Salvation Army camps are intended to lead every camp toward accomplishing The Salvation Army's mission. The Salvation Army's camp goals are:



GOAL 1

To make campers disciples of Jesus who care for creation.

GOAL 2

To give campers a safe and formative experience of the outdoors.

GOAL 3

To improve social awareness through short-term community.

GOAL 4

To facilitate skill development and education.

GOAL 5

To train campers and staff to be leaders.



1. To make campers disciples of Jesus who care for creation.

The mission of The Salvation Army is first “to preach the gospel of Jesus Christ.” Everything that happens at camp is done to either directly or indirectly accomplish this mission. The gospel of Jesus Christ is outlined in the 11 doctrines of The Salvation Army found in Appendix B. Sharing this message with campers and equipping campers with the ability to live out this message are essential to everything that happens at a Salvation Army camp.

Salvation Army camps provide unique opportunities for evangelism and discipleship. One such opportunity is the chance to teach children that God created the outdoors for us to take care of and enjoy. The very first chapter of the Bible makes clear that God created humanity to take care of the earth and all its inhabitants (Genesis 1:26). Camp gifts us with crucial time in which campers can be introduced to the importance of creation care and our God-given responsibility to be good stewards of the environment. To that end, camp should educate campers about their environments and how to care for and conserve them.

PRACTICAL APPLICATION:

- Discipleship in Salvation Army camps is based upon the Bible, which is the basis for all Christian faith and practice.
- Discipleship does not only occur at vespers or worship but also every day in the cabin through devotions, prayer, and interpersonal interactions.
- Camp will provide opportunities for staff worship and spiritual development.
- Seekers should be counted, and proper notification should be made to corps officers when campers make commitments to faith in Jesus Christ.
- Staff will be expected to participate in and have respect for Christian religious activity.
- Regular Christian communal practices will occur in such forms as the saying of grace before meals, weekly worship, vespers, daily devotionals, the singing of Christian songs, etc.
- Special attention should be made to the teaching of spiritual parallels with nature and our responsibility to be caretakers of the earth.



2. To give campers a safe and formative experience of the outdoors.

We live in a world that is highly dependent upon technology. Seemingly every area of life has some digital component or high-tech tool. It is increasingly difficult to give children quality time in nature as their lives become more digital. Camp is an extraordinary time when campers are finally able to be immersed in formative experiences of the outdoors. From catching their first fish to riding their favorite horse on a trail, Salvation Army camps contain an enormous variety of outdoor adventures. These adventures, and the experience of camp as a whole, are deeply formative and help develop campers mentally, emotionally, socially, and physically.

While camp is full of adventure, it is also safe. From Safe From Harm guidelines to the many safety parameters outlined in this manual, every necessary step to ensure the safety of campers and staff should be followed. The camp program should always be characterized by the energetic pursuit and the clear presence of safety. Camp can be abounding with adventure while also being absolutely safe.

PRACTICAL APPLICATION:

- Safe From Harm guidelines for camp should always be fervently enforced.
- All safety parameters appropriate for each camp activity should be observed when engaging in that respective activity.
- The majority of camp program should occur outside.
- Camps should prioritize the integration of lessons about nature and ecosystems into their camp program.
- Participation in outdoor activities should be encouraged according to a camper's comfortability level with an activity.

**“TO PREACH
THE GOSPEL OF
JESUS CHRIST.”**



3. To improve social awareness through short-term community.

Camp offers a unique opportunity for personal development in a variety of ways. Through camp, campers can acquire a better awareness of themselves and their peers. Camp can also provide healthy relationships between campers and adults, perhaps the first healthy relationship with an adult a camper has ever had. Through these interactions, campers can develop good social skills that will allow them to mature as a productive, compassionate, and responsible member of their community.

Camp is a unique kind of short-term community. By taking campers out of the familiarity of their everyday places, camp offers a way for campers to quickly grow interpersonally. Camp creates memories that last for a lifetime. These memories serve as continual reminders of what a tolerant, safe and compassionate community can be like. Despite being a relatively brief time, camp is a rich and transformative moment where lessons about the importance of community or our loyalty to one another are forever impressed upon a camper's life.

PRACTICAL APPLICATION:

- Campers should be encouraged to their comfort level to participate in social activities.
- Camp staff should ensure that no one camper dominates a cabin or group, but instead that all campers receive equal attention and affirmation.
- Camp staff should foster opportunities for group achievement and prefer such activities to opportunities for individual achievement.
- Nevertheless, the achievements of individual campers should be celebrated and a variety of activities for such achievement should be offered.
- By offering a diverse array of activities, campers of varying skills should find some aspect of camp in which they thrive.

Camp can often be the moment when something new begins in the life of a camper. This might be the moment a camper plays their first note on an instrument at junior conservatory, or when a camper works up the courage to jump from a platform and ride down the zipline, or even the moment a camper sees a horse in person for the very



4. To facilitate skill development and education.

first time and is amazed by its beauty. Camp is full of first moments – times when a world of possibility suddenly opens to the camper. Camp is also where campers come to refine skills already in development. And, given its proximity to the outdoors, camp is a marvelous place for educating children about the wonder of God's creation, the interconnectedness of life and the responsibility we all have to conserve what God has given.

Facilitating skill development and education is not easily achieved. It requires intentionality, focus, planning, expertise, and encouragement. Interactive education produces the greatest return on investment at camp. We do not simply want to bring busloads of children from across a division to sit in a room and watch a video or complete a coloring sheet. Camp is about providing experiences for skill development and education that are difficult to come by elsewhere. It is about utilizing the amazing resource we have in our camps to their maximum potential. Camp is about wringing out every ounce of opportunity in the short time we have with campers to see them try new things, grow, learn, and flourish.

PRACTICAL APPLICATION:

- Camp staff should watch for cliques that dominate sports or other activities and seek to make adjustments to allow for fair play.
- All campers should be urged to participate in education activities to their individual level of comfort and capability.
- Not all educational activities need to occur during the day. Campers can be provided with opportunities for learning about the outdoors at night through observing the stars and planets.
- As much as possible, attempt to create immersive educational experiences outdoors.
- Allow campers to learn through trial and error.
- Provide campers with hands-on experiences that are less paper-based and more practice of skills and demonstrations of lessons.
- For outdoors education, use the Project Wild curriculum and other accompanying curricula.



5. To train campers and staff to be leaders

Camp is intentionally focused on the training of both campers and staff for leadership in the Church and world. Whether it is through asking for a camper's assistance with a task or fostering a culture of encouragement, camp is an excellent place to train campers to be leaders. Camp is also a crucial place for the training of staff to become leaders. Every member of camp staff is a leader. It does not matter what position you are in; every staff member has the opportunity to lead effectively and create positive change. Leadership is about influence and each staff person is uniquely suited to influence others in their official responsibilities and in the time they spend outside of operating hours.

The extent to which camp becomes an effective training ground for a staff member is dependent upon a number of factors. One such factor is the camp director's planning and implementation of the Salvation Army camp program. Much time and energy has been spent in striving to implement the best possible Salvation Army camp program this year. Another factor is the staff member's dedication to developing as a leader. If a staff member is committed to being a positive influence on those around them and getting up each day to do the best they can, then that staff member will experience a deeply rewarding summer and grow as a leader. As in most things in life, the choice is yours.

PRACTICAL APPLICATION:

- Camp staff should look for opportunities to assign campers as leaders by assisting with program elements such as the distribution of materials, the demonstration of particular skills, or other creative means.
- Camp staff should remain attentive and actively engaged throughout the entirety of camp staff orientation.
- Camp staff should view their camp experience as an opportunity for leadership training and development.
- Camp staff members should make use of the ability to positively influence campers and the camp staff around them.



Children and adults grow spiritually, mentally and physically with loving nurture. The total camp program is governed by the first goal of Salvation Army camping and is the fulfilling of that goal. Camping is, in fact, a discipleship program. Everything a person does has spiritual significance that is relevant to their discipleship. Schedules are necessary, as well as detailed plans for programs, but the carrying out of that schedule and the implementation of the program need to be done so that social, educational, recreational, and spiritual growth of our campers are happening.

All of the areas of camp program are completely and carefully interwoven. The program must be well rounded for it has been shown that a positive experience, success, or even understanding in one area, opens the door to another. Is it not possible that overcoming fear of going into the water when encouraged and reassured by a loving, concerned waterfront counselor will open a child's ears and heart to a message of the love of Jesus? Many similar illustrations of growth could be drawn. New skills help to increase a feeling of worth, as does individual attention and the love given when dealing with challenges. These growths result from camp activities that provide a unique, loving community where sharing experiences lead to opportunities for decision making.

The staff should be aware of the moment-by-moment opportunities for teaching. Too frequently children have been exposed to varying and conflicting values; they are without stability against which to measure, weigh and determine action. Parents have been unable or unwilling to instill values, schools do not wish to assume responsibility, and church has influenced the lives of too few. The staff should be aware that they need to begin relating camp experiences to questions of right and wrong, and of the meaning of life. With this understanding, the staff will be more sensitive to the teachable moments that will occur and will effectively communicate God's love to the children. (See Appendix A: Activity 1)

**"EVERYTHING A
PERSON DOES
HAS SPIRITUAL
SIGNIFICANCE
THAT IS
RELEVANT
TO THEIR
DISCIPLESHIP."**



Summer ministries provide an excellent opportunity for evangelism and reinforcement of the discipleship training available to young people and adults in the corps. The summer ministries bring us in contact with many new families and if planned correctly, can form a triangle of reinforcement to our evangelistic efforts. By the end of the summer a large number of new families will have been contacted who, with careful follow-up, may be candidates for the triangle of discipleship training programs: Sunday School, Junior Soldiers, and Corps Cadets. The concept of relationship between the summer programs and corps programs is extremely important for personal and program reinforcement as well.

Concept of Relationship

Where strong support is given to Salvation Army youth camps, the local corps program is strengthened. Young musicians return as better players. The girls and boys of the Guards, Sunbeams and Adventure Corps grow in their awareness of the program, in skill attainment, in character and citizenship development, and in an understanding of God's influence in their lives and in the natural world. In other words, where a strong relationship exists between camp and corps, the persons and programs flourish.

Expectations of Employer to Campers and Staff

Camping has traditionally been thought of as an expression of freedom - freedom from the usual restrictions of urban living, from routine and confinement. Children, especially those who come from unfavorable circumstances, need physical freedom, adventure and an opportunity to make choices and decisions. Thus, rules at camp sometimes are difficult. However, consideration for health and safety justifies firm rules. Incident prevention involves planning, organization, education and awareness - essential parts of staff training and camper orientation.

CAMP RULES

- One of the most effective ways to assure clarity, understanding, uniformity, and consistency is to have written rules and procedures. These should be provided for all potentially hazardous programs such as all waterfront activities, sports, biking, archery, and arts and crafts. Attention should be given to rules governing the use of boats, bicycles, fire, bows and arrows, power tools and volatile substances.
- Planning and written procedures are also required for transportation, natural hazards such as extreme weather conditions and changes, extreme heat and sun, electric storms and severe rainstorms, rocky rough terrain, and for contact with poisonous plants, insects, and dangerous animals. Adequate, appropriate, and protective clothing and footwear is a frequent concern when serving children from poverty areas. If you find that a camper does not have adequate clothing or footwear notify the head counselor or camp director. Explicit plans must be made for searching for lost or runaway children.
- Fires and disasters present potentially massive danger. Caution, preventive planning, and prepared emergency procedures are essential. Procedures must be written, clearly understood and practiced. Staff training during orientation and weekly fire and disaster drills are "musts."



**THE SALVATION
ARMY SOUTHERN
TERRITORY CAMP
SOUTH STRIVES TO
BE MORE INCLUSIVE
AND SERVE A MORE
DIVERSE POPULATION
THAT REFLECTS THE
GOD-GIVEN DIVERSITY
OF HUMANITY.**

Campers and staff are God's image-bearers and are deeply loved by Him. It is our sacred obligation to respect the rights and dignity of all campers and staff who enter camp, regardless of varying abilities, cultures, genders, races, religions, and so on. Furthermore, in respecting such dignity and rights, we are also obligated to invite everyone at camp to know God and to understand they are known by Him. He compels us to embrace His radical love for all people and His way of radical discipleship. This way is the way of the cross in which Jesus beckons us to lay down our lives for Him and others. The Salvation Army's message on these points is completely clear and based on the Bible. We welcome everyone with the love of Christ and

share the good news with them, that they are invited to welcome Him into their hearts and lives. No message could be more universal or inclusive.

Equal Opportunity Employer

The Salvation Army is an Equal Opportunity Employer and is committed to providing respectful environments for all applicants and employees that is free from unlawful discriminations or harassment based on age, race, color, religion, sex, national origin, marital status, disability, citizenship, sexual orientation, gender identity, gender expression or any other characteristic protected by law. Such equal opportunity for employment will apply to recruitment and hiring, training, promotion, salaries and other compensation, transfers and layoffs or termination.

**“...INVITE
EVERYONE AT
CAMP TO KNOW
GOD”**





HELPING LEADERS, CO-WORKERS & CAMPERS

I CAN HELP MY LEADERS...

- Through my energy and willingness to be present and involved
- By ensuring that camp is a safe and healthy environment for all
- By having a good spirit and friendly attitude
- By being where I am asked to be or need to be at the appropriate time
- By having a willingness and desire to learn and grow

I CAN HELP MY CO-WORKERS...

- By being a team player and genuinely caring for others
- By valuing and recognizing the abilities, skills, and strengths of others
- By respecting the privacy, personal property and space of others
- By ensuring that my words and actions always seek the well-being of others

I CAN HELP MY CAMPERS...

- By being friendly without showing favoritism
 - By being firm, but not bossy or demanding
 - By treating all campers with respect and by modeling good behavior
 - By being actively involved in camper activities and entering into their fun, joy, and camp experience
 - By creating a fun but safe learning environment
-

Your attitude and the way that you treat your leaders, your co-workers and your campers will help to determine **what kind of summer you will have.**

STANDARD OPERATING **POLICIES & PROCEDURES**





POLICIES AND PROCEDURES



A Statement of Ideals

- The primary purpose of The Salvation Army in the operations of camp is to help children, youth and adults to live in harmony with Christian principles.
- Camping provides opportunity for creative living with people from many different backgrounds. The Salvation Army camps welcome staff and campers from all races, creeds and cultures.
- Essentially, The Salvation Army Camps serve children who will benefit from a program dedicated to the enrichment of life experience in the outdoors under the loving guidance of interdisciplinary professional skills. The welfare, growth and happiness of every child is the responsibility of every staff member.
- The Salvation Army's interest in the spiritual growth of the camper is an integral part of all activities and is not limited just to worship services. This emphasis involves the practice of good citizenship and recognition of responsibility for one's fellowman. This goal also includes appreciation for nature's wonders and respect for property.
- It is essential that all staff members pursue The Salvation Army's goals at all times during employment at camp.

Abuse of Children: Physically, Emotionally, and Verbally

Under no circumstances will a staff member abuse a camper physically, verbally, or emotionally. Such actions will be reported to the camp director and will result in immediate termination. If necessary, law enforcement will also be notified. Staff members who observe or hear any such form of abuse are required to report the incident immediately to the camp director.

Adult Magazines, Photos, and Videos

Material that is sexually explicit or graphic in nature is not permitted. Possession of any such material is grounds for immediate dismissal. No movies rated over PG-13 are allowed at camp. Access of sexually explicit materials on the internet is not permitted. Any substantiated evidence that an employee has engaged in viewing, downloading or transmitting inappropriate content or has attempted to do so, will result in disciplinary action up to and including termination.

Alcohol, Drugs, and Tobacco

The use and/or possession of alcohol, drugs, cigars, cigarettes, e-cigarettes, and/or tobacco, and/or drug paraphernalia will be cause for dismissal. This includes any use of substances in camp or away from camp, on duty or during free time and days off, while in the employment of The Salvation Army. The use of prescribed drugs for medical purposes is allowed, however, such use may not impair your ability to perform essential functions of your job. Prescribed drugs must be acknowledged on your medical examination form and the camp nurse must have knowledge of the situation. Staff are to keep all medication in the nurse's office.

Camp Administration

The nurse's station, everything related to maintenance, and other business relating to all aspects of camp are under the direct jurisdiction of the camp director, which is the DYS. The camp director will delegate areas of responsibility to other head staff.

Check Out

A checkout sheet will be posted at the office for those times you are allowed to be out of camp. Prior approval should be secured before leaving camp. This must be approved by the camp director. If you leave camp at anytime other than your scheduled day off, it will be deducted from your pay in full day increments. All staff must sign in and out of camp while employed.

Code of Ethics and Camp Conduct

The Salvation Army camp exhibits high character and goals and a person working for the camp must also exhibit high ideals and strong moral fiber. It is expected that each staff member, while employed by the camp, will adjust his/her personal habits and activities to the customs, policies and ideals of camp, and will conduct himself/herself at all times, both in and away from the camp, so that he/she reflects the goals of the camp. Actions that are not becoming to the camp program, camp goals or The Salvation Army are cause for staff dismissal.

Curfew

All staff members must observe the curfew as set. This means that you are to be in your room, not on your way to your room, at curfew. Before curfew you are requested to respect those who might already be sleeping by not being loud, and staying away from campers and program staff areas. Breaking curfew may result in disciplinary action, up to and including termination of employment.

Daily Schedule

The daily schedule will be set forth by the particular camp in session. All staff will attend all meals, including breakfast. There will be daily staff meetings

for the summer staff. Attendance is mandatory unless arrangements are made with the camp director. All staff members are expected to attend evening programs and vespers to give support to the camping programs and the campers. Your cooperation and enthusiasm are requested. At times you will be assigned to assist with classes or programs. Please participate cheerfully and willingly.

Dismissal

Dismissal is decided by the camp director. Dismissal will be the result of failure to perform assigned duties, conduct that shows lack of consideration for the welfare of other persons in camp, gross insubordination, misconduct that endangers the health and welfare of the camp, campers or staff members, or when not in accord with the goals of the camp or Salvation Army policy. There will be automatic dismissal for the following:

- Use of drugs, alcohol, tobacco or drug paraphernalia.
- Abuse of camper or other staff members physically, emotionally or verbally
- Sexually explicit websites, magazines, photos, videos, comments and/or jokes
- Not following Code of Conduct
- Immoral sexual behavior as outlined under "Relationship with others"
- Breaking curfew
- Stealing
- Possession of weapons

**"THE SALVATION
ARMY CAMP
EXHIBITS HIGH
CHARACTER
AND GOALS..."**

Discipline and Written Warnings

Employees are expected to adhere to Salvation Army policy and procedures. Any failure to meet this standard is grounds for concern, discipline and possible dismissal. Certain offenses may result in immediate termination of employment. When policies are violated (other than infractions that warrant immediate dismissal), a written warning will be completed and maintained in the employee's personnel file (an employee's signature on this form does not, necessarily, indicate agreement, but rather that the form has been received). Three written warnings will result in disciplinary action, up to and including termination.

Dress Code

Camp staff shirts have been provided for all staff and must be worn every day that you are on duty. Appropriate camp attire will be expected at all times. Those expectations include but are not limited to:

- Shirts may not be cut or torn.
- Shoes are to be worn at all times except when involved in pool activities
- Short shorts or skirts are inappropriate, as well as spaghetti strap tops, tube tops, or tops that show too much cleavage or midriff.
- Please wear proper undergarments.
- Pants must be pulled up so that no underwear is showing.
- Shirts must be worn at all times. Exception is made for men during waterfront activities. Sleeveless shirts may be worn by both male and female staff members when engaged in recreational activities.
- One-piece swimsuits are required for females. Males must wear modest trunks (no Speedos or cutoffs).
- Pajamas-style pants are not considered appropriate wear for camp.
- T-shirts or other articles of clothing with suggestive or inappropriate slogans, pictures or logos, are not to be worn.

Emergency Leave

In the event of death or serious injury in the family of an employee, leave may be granted at the discretion of the camp director. If you leave camp for an emergency and are unable to work on a scheduled workday, you will lose pay for that day.

Standard Deductions and W-2 Information

The Salvation Army is required by law to make certain deductions from employee paychecks each pay period. These include: Federal Income Tax (FIT), Federal Social Security (FICA) and Medicare Tax, and where applicable, State Income Tax (SIT) and State Disability Insurance (SDI). The amount of these deductions is summarized on a W-2 form and provided to all employees no later than January 31st of each year.

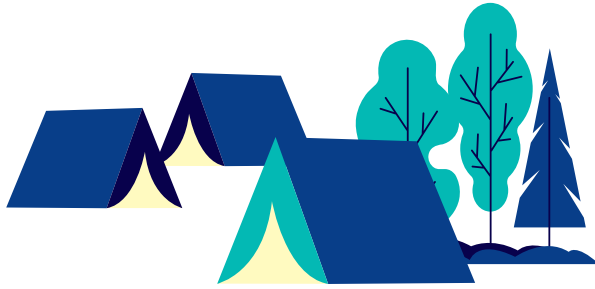
Before or during the orientation period, a Federal Withholding Certificate (W-4 form) and if applicable, State Withholding Certificate, must be completed to ensure the appropriate taxes are withheld each pay period.

Form I-9 and E-Verify

The Salvation Army is required by law to verify the identity and employment authorization of all new-hires and rehires within three business days of an employee's hire date. Employees must complete an Employment Eligibility Verification for (Form I-9), and also provide supporting documents for this process. Form I-9 is also used to complete E-Verify (a web-based system allowing employers to confirm the eligibility of employees to work in the United States).

Equal Employment Opportunity (EEO) Invitation to Self-Identify

As part of our federal reporting obligations and Affirmative Action Program, The Salvation Army is required to solicit certain demographic information from employees. When hired, employees are requested to self-identify in the following categories: Gender, Race/Ethnicity, Veteran and Disability status. Submission of self-identify information is voluntary and refusal to provide it will not subject you to any adverse treatment.



Gratuities

The Salvation Army camp will not accept gratuities from parents, visitors, or friends for services rendered by staff during the summer camping season. Staff members are not allowed to accept gratuities from anyone.

Internet

Internet availability is not guaranteed. The internet password will be given out at the discretion of the camp director. Refer to the Technology Use Policy in the Safe from Harm section.

Workers' Compensation Insurance

The Salvation Army provides workers' compensation insurance for all employees. This insurance provides financial benefits in accordance with state law should an employee suffer a work-related injury and illness. Employees are encouraged to use caution in their work and follow all safety requirements and procedures of the organization. An authorization for medical release (included in your hire packet) must be signed. This form allows Workers' Compensation Carrier to obtain the necessary information in the event you are injured while on the job.

Organization

The camp director is responsible for the operation of the camp. Certain program segments function under the leadership of assigned staff members with other staff working with those leaders. Every staff member is encouraged to approach the camp director as well as the assistant and associate camp director on any matter. We are a team, and open and free communication is essential to getting the job done.

Program Staff

The program staff is made up of Salvation Army officers and local leaders from the division. These individuals are assigned in advance to assist with summer camp programs and classes. Although you are not directly responsible to these individuals, you are to treat them with respect and courtesy at all times. If a conflict arises, do not confront the program staff member. Report the incident to your immediate supervisor.

Relationships with Others

Relationships with other staff members

- It is expected that you will do everything possible to get along with other staff members. Arguments and disagreements are to be settled quickly and quietly, involving as few other people as possible. Consult with your supervisor when necessary. Campers are never to be brought into disputes among staff members.
- No public or private display of affection is allowed.
- There will be no sitting in laps or laying on or across one another.
- Your relationship with other staff members is never to interfere with your duties as a staff member.
- You are not permitted to be with the opposite sex in any empty buildings, the woods, the ropes course, the lake or other remote areas of the camp where you would not be located quickly in an emergency. This includes daytime and evening hours.
- You are permitted to be together in the staff lounge, common area or other central location until curfew.
- Any immoral, premarital sexual relationships are strictly forbidden and will result in immediate dismissal.
- At no time are staff members allowed in staff living quarters not assigned to them. This includes sitting in the doorway, walking into the room to wait for another person, or being in the room together with the door open. This is grounds for dismissal.

(See Appendix A: Activity 3)

Relationships with Campers

No romantic, physical or sexual relationships are to occur between staff members and campers.

Relationship to the Camp Directors

The camp directors are concerned about your well-being. Feel free to seek out the directors at any time. All conversations will be in strictest confidence.

Relationship with Officers and Program Staff

The program staff members serve as the primary instructors during each camp and should be treated with respect and helpfulness. Please do everything you can to assist them in their classes and make them feel welcome at camp. If a problem arises, discuss this with the camp director.

Resignation

Employees who wish to resign from their position are requested to give at least a one-week notice. During the time between notice and leaving, the employee should do all things possible to protect the interests of the camp, keep a good spirit, and prepare their work for a successor.

Salary

Salaries and pay schedule will be discussed during orientation. Upon receiving your first paycheck, please make sure that your address, social security number and other personal information is correct. Verifying your address will ensure your last paycheck will be mailed to the correct address. If a camp period is shortened by fire, epidemic, or accident requiring the camp to be closed, the employee's salary will be pro-rated.

Seasonal Employees

Please know seasonal employees are not eligible for benefits other than Workers' Compensation insurance. Excluded benefits include (but are not limited to) sick days, vacation time, personal time, jury duty, etc.

Security

The campgrounds will be patrolled regularly during the evening and throughout the night by night security. Anyone caught out of their sleeping quarters will be reported to the camp director.

Time Off

Regular Camp Staff: Each staff member shall receive time off with pay when possible during the day and will be discussed during orientation. In addition, there are weekend breaks between regular camp sessions. Staff may leave the camp during these extended breaks but must notify the camp director of their intention to leave and where they can be reached. The same rules apply during off time as they do while camp is in session. Camp staff under the age of 18 must provide a letter of permission from the parent/guardian in order to leave campgrounds and/or spend the night off campground.

Conservatory Staff: Each staff member shall receive time off with pay when possible during the day. In addition, there will be other opportunities for time off scheduled by the conservatory camp director.

Counselors: May rotate time away from the cabin in the evening. This time will begin after the entire cabin is quiet and at least 30 minutes after lights out. The counselor with night out is responsible for delivering the snack to their co-counselor on staff snack night.

**FEEL FREE
TO SEEK
OUT ADVICE
AT ANY TIME**



PROPERTY

Camp Equipment

Camp equipment (handicraft and athletic equipment) and resources are available for staff use when such use does not interfere with the campers' program and when approved by the person responsible for the equipment. The equipment may be used either in assisting with campers' programs or for personal use. All equipment is to be checked out through the camp office. The person who checks it out is responsible for property maintenance and timely return. Any lost or damaged equipment will be repaired/replaced at the cost of the staff member who checks it out. If you are requested to return equipment and fail to do so, it may be confiscated, and you will not be allowed to check out further equipment.

DHQ and Year-Round Staff Housing

The Divisional Headquarters (DHQ) and year-round staff houses are the private residences of the divisional staff officers and employees who work year-round at camp. Assigned lodging is not to be entered by staff or campers. This includes DHQ officers' houses, DYS, Assistant Divisional Youth Secretary (ADYS), Divisional Music Director (DMD) and Assistant Divisional Music Director (ADMD) houses, the Camp Caretakers' house, the Kitchen Coordinator/Cook's house and the Nurse's house.

Dining Hall

Staff members should only be in the dining hall during meals and working hours. Only dining room staff is allowed in the kitchen or behind the serving line. At times, evening snacks will be served under the authority of the camp director. No personnel are to be in the cooler, freezer or pantry area without the specific permission of the camp director or dining room supervisor. Taking food without permission is considered stealing and cause for dismissal.

Golf Carts

These are assigned to certain staff members for carrying out the responsibilities of their job. Only those assigned are to drive them. Any unauthorized use will result in employee disciplinary action. Anyone found misusing a golf cart will lose all cart privileges. Anyone damaging a cart will be responsible for any repair costs. Carts should be driven on sidewalks and roads if at all possible. Golf carts are not to be driven by anyone under the age of 16 and/or anyone who does not have a valid drivers license.

Laundry

There will be a set time to wash clothes each week.

Living Quarter Inspection

All living quarters will be inspected by the camp director, assistant camp director or head male/female counselor. They will inform the occupant(s) of any unusual findings and un-kept areas. At the end of the

working period, a final inspection will be conducted for any damages. Please leave your quarters as clean as you found it. If there is any garbage left, or room items broken, your final paycheck will be assessed for damages.

Office

The office is available for working on camp programs. Research materials such as devotional books, camp skits, and class materials may be obtained in the office to be used in various programs. Please remember that the office is a place for business to be conducted. Be respectful of the people trying to work; the office is not a hangout.

Program Staff Lounge and Living Quarters

The program staff lounge is for the convenience of those officers, volunteers or guests who may be visiting camp. The lounge and living quarters are off limits to staff and campers.

Repairs

Emergency repairs needed should be immediately reported to the camp director. If regular repairs are needed, please put these on a Work Order form.

Staff Housing

The staff dorms and lounge are here for the convenience of the summer staff. It is a great privilege for us to have such beautiful buildings; therefore, we will treat them with respect and responsibility. A cleaning and maintenance schedule will be assigned for those who occupy these facilities. Please be very responsible as occupants of these facilities.

(See Appendix A: Activity 3)

Staff Lounge

A lounge is provided for your relaxation and recreation. Each staff member is expected to show respect for lounge property and equipment. Everyone is expected to assist with keeping the area clean. Be sure to clean up after yourself. Any time the lounge is occupied the lights must be on and blinds open. The staff lounge may be closed and off limits to staff if the camp directors deem it necessary.

(See Appendix A: Activity 3)



SAFETY



Camp Safety

The camp will be a place of safety for our campers throughout the summer. All camp staff will be responsible for monitoring safety. Program staff and counselors will be responsible to see that the off-limit areas listed are enforced unless for an organized program.

- Lake
- Staff housing areas- off limits for campers at all times
- Wooded areas
- Swimming pool
- Ropes Course

Campers are not allowed beyond the cabin areas unless supervised. Shoes are to be worn at all times. (Preferable closed toed shoes unless going to the swimming pool.)

Emergency First Aid

There will be first-aid equipment located in each cabin under the responsibility of the counselor. Emergency equipment will also be available at the nurse's station, the pool, the waterfront, the main office and in other locations as indicated by the nurse and your camp director. If the emergency situation can be treated by first aid in the nearest locations, do so and report to the camp nurse immediately. All staff and camper emergency and medical needs must be reported to the camp nurse.

Fire Procedures

Remain Calm. Move campers as far away as possible from the fire and to the designated meeting area. Notify the camp director and emergency services as directed. Take attendance.

Missing Campers

A missing camper should immediately be reported to camp director and/or head counselor. Every staff member is not to assume that someone else will

report. As a staff member, you are responsible for the health and safety of each camper, even if you are not directly involved in the specific program where a camper went missing. Any camper who is found wandering alone should be stopped and talked to. Find out where they are supposed to be and then escort them there, being sure that someone knows they are accounted for. If a camper doesn't know where they belong, take them directly to the office or to the head counselor. See attached lost camper procedure.

Room Safety

No lit candles or cooking is allowed in rooms or cabins. Fireworks are not allowed in the cabins or staff housing. Always keep your door open when children are in the cabin. If you need to change clothes, use your private restroom. Please make sure to lock your door when leaving.

Severe Weather

In the event of severe thunderstorms, counselors may be instructed to keep campers in the cabins or designated shelter in place location and conduct rainy day activities. Counselors should remain calm and reassuring to the campers and should come up with fun activities to divert their attention from the storm. You may also refer to back pocket games and activities or resources that the camp director may provide. If you are having trouble coming up with activities or games ask for assistance from head counselors, the program director or camp director. Should campers be in the pool when bad weather appears, they will be removed in the event of lightening and taken to the nearest building. The lifeguards will remain in charge until it is safe either for the campers to return to the pool or to go to their cabins.

Visitors

Visitors may be entertained only with the permission of the camp director. It is expected that no one will visit/tour the camp during a camping session unless supervised by an administrative staff member.

All visitors must have prior approval by the camp director. All unknown persons seen on the campgrounds are to be stopped and questioned as to the purpose of their being on the campground.

All visitors must check-in at the front office and be given permission to come on campus. If a parent or legal guardian comes to pick up their child, copies of identification will be made and compared to information on file (camper's health form signatures) by the camp director. Campers will be released to persons other than parent or legal guardian only after verified written permission has been received from legal guardian or parent.

Campers who are dropped off by The Salvation Army units can also be picked up by representatives and or corps officers of these units.

If a visitor stays for mealtime, there will be a charge for their meal. Visitors may go swimming only with the permission of the camp director and waterfront director. They may not interfere with campers' swim time or other programs.

Weapons Policy

The Salvation Army camp prohibits the carrying or possession of concealed firearms or any other weapons on our property by employees, visitors, or campers. Your camp director will advise you concerning such objects as pocketknives. If you have questions as to what is appropriate, ask. Those who fail to observe this policy will face disciplinary action, up to and including termination of employment.

**"PLACE
OF SAFETY
FOR OUR
CAMPERS"**



PERSONAL ITEMS



Animals and Pets

In the interest of health and safety, animals and pets must not be brought to camp.

Cell Phones, Entertainment, and Video Gaming Equipment

These items may be used in your rooms only. None of these should be brought outside of rooms unless approved by the camp director. Texting, checking your email or talking on your cell phone is not permitted while you are working. Campers are never to be allowed to use your cell phone. Social media and other forms of digital entertainment may only be accessed during free time and never while on duty. The camp will not assume responsibility for money or valuables. There is no camp insurance provided for your personal valuables.

Mail

Mail and messages can be picked up in the office or designated area. All outgoing camper mail should be taken by the counselor to the office. Incoming camper and staff mail will be distributed at a designated time.

Personal Automobiles

The camp is not responsible for personal automobiles. Personal automobiles must be parked in the designated area and are not allowed to be driven around camp with the exception of unloading and pickup.

Staff members who invite other staff to share their car do so at their own risk. The Salvation Army is in no way responsible for any accidents.

Campers are not to ride in staff vehicles under any circumstances.

All car keys are to be turned into the camp director or office. When you are approved to go off camp for time off or other reasons, you will sign your keys out and then sign them back in.

Personal Hygiene

Staff members must always maintain a high standard of personal cleanliness and neatness in appearance. It is expected that all staff will take daily showers, brush their teeth, wear clean clothes and maintain a high level of personal hygiene.

It is the responsibility of each person to keep his/her living quarters clean and orderly (there will be an inspection of staff quarters daily) and to share with the director the responsibility for keeping the entire camp clean, orderly, and in good condition. Unhealthy, dangerous or undesirable conditions must be reported immediately.

Personal Sports Equipment

Personal sports equipment is the sole responsibility of the owner including who uses it, liability, training and all safety issues. Personal equipment should be stored and handled safely for the protection of all campers and staff.

Health

All employees must complete a health form as provided. Employees must be able to adequately perform the essential functions of the position. In the event of a health concern affecting job performance, camp employees are subject to an examination by the camp physician or nurse, if determined necessary. Medication shall be the responsibility of the employee unless the illness or medical problem originated in camp. Routine medical visits that are not emergencies should be scheduled during time off. These routine visits and all medications are the employee's personal expense and will not be covered by the camp insurance.

The nurse will be on duty 30 minutes before and after each meal to give medical attention to staff and campers (please do not crowd the Nurse's station). During this time, staff are expected to help keep control and be courteous. If there is an emergency illness, it must be reported immediately to the nurse. The camp nurse and/or camp director will determine appropriate action. If the camper or staff member needs emergency room treatment, transportation will be available at all times to the nearest medical facility. The camp director's vehicle will be available

for use as needed. The nurse and assistant nurse will be responsible to work with the medical facility to make prior arrangements for treatment, etc. The camp director/camp nurse will provide transportation as needed. If you are ill and unable to work on a scheduled workday, you will lose pay for that day.

Medication

All medication belonging to staff members should be kept in the locked cabinet in the Nurses' station. Lists of campers requiring medication will be provided to the appropriate counselors. The counselor will accompany the campers to the nurse at the designated times for them to take their medicine. Any campers found with medication in their possession should be taken to the nurse. Epi-pens and asthma inhalers are to be given to the camper's assigned counselor (allowing the camper to carry their own epi-pen and/or inhaler is at the discretion of the camp director).

Worship

There are regular scheduled religious observances at The Salvation Army camp. These include saying (or singing) grace at meals, daily devotional periods, a united Sunday worship service, Vespers, etc.

These worship experiences are for deepening and strengthen each individual's own spiritual life, whatever his/her particular creed or belief. The Salvation Army camp is an expression of faith.

Those who represent The Salvation Army speak from this faith without apology, just as we would expect each individual to uphold his or her faith. Worship is a very important part of The Salvation Army camp.

Salvationist staff are encouraged to wear their uniform to worship services under the guidance of the camp director. All others are asked to wear proper designated staff worship attire, i.e. (dresses and slacks with camp polos – no shorts).

All staff will sit with or interact with the campers in worship/night programs. No one is allowed to sit or stand at the back or sides of a program. All support staff will be assigned to sit with and help a cabin for each worship/night program.



Hiking is more than walking to cover distance or get to a destination. The Salvation Army encourages personal enjoyment of the outdoors, but also promotes personal safety and the safety of others, and the protection of the environment. Hiking trails enable the campers to have the adventure of exploring the uniqueness of the camp. The age, experience and readiness of the camper will determine which hike to take.

Safety Considerations

- A staff member must obtain a hiking first-aid kit from the nurse's station and carry a walkie-talkie on hikes outside the main camp program areas. Carry an Epi-kit if someone in the group is allergic to bee stings. Review the symptoms and first aid for heat stroke and heat exhaustion.
- Sign out the group in the camp office and notify them of your expected time of return.
- Before leaving camp, have an orientation meeting with the campers. Talk about where you are going and the fun you expect to have. Review the procedures of 'Staying Found' and what to do if separated from the group. Remind campers how to identify poison ivy/oak, and to check themselves for ticks when they return from the hike. Discuss safety regulations and ways they can protect the environment.
- Check campers to be sure they have shoes and socks, a hat, water, sunscreen on, and clothing appropriate for the trip.
- Take drinking water from camp or another tested source. Don't drink from streams or ponds, etc.
- When planning menus for hike lunches or dinners, choose foods that will not spoil easily in the time they are away from refrigeration.
- Don't take unnecessary chances with wild animals by feeding or attempting to catch them.
- The best way to avoid rattlesnakes is to be alert! Don't step where you cannot see. Don't put your hands in holes in logs, trees, or rocks.
- In case of a thunderstorm, seek shelter under low trees. Remember that lightning will strike the tallest thing.
- In case of emergency, remain calm, and contact the camp office or nurse. Follow the camp emergency procedures.
- Walk trails cautiously. No running or horseplay.
- Use Flashlights after dark.
- Walk in small groups, following the one staff person for every ten participants ratio and also adhering to the Safe From Harm - two adult guideline. Put fast walking campers in one group and slow walking campers in another. Keep one staff member in the front of the group, and one staff member (the first aider) at the back.
- Be sure distances between rest stops are realistic. It's better to have several short rest stops than one long rest stop. At rest stops, wait until everyone has had a chance to rest before walking again. Do not start when the group in the back catches up, they don't get a break!
- Stay with the group. If you want to stop to rest or go exploring to investigate something interesting or tie your shoe – tell the counselor!
- Use the buddy system. You and your buddy are to pay attention to the whereabouts of each other and look out for each other's well-being. Be ready to tell the counselor if anything is unusual.
- Check your position – orient yourself frequently. Make note of special landmarks as you hike. Be aware of the direction of the sun.
- Stay on trails and don't try to take short cuts. It is easy to become confused, disoriented and tired.

If You Get Separated from the Group

Go over with campers before a hike

- The greatest danger is panic within yourself. Sit down, rest, think, and stay calm. You will be found! The counselors will not be angry with you should you become lost. (Staff note: Lost children have often avoided searchers because they were afraid of punishment.)
- Stay near those places where searchers are likely to look for you; such as, along a trail or road, near the place where you were with the group.
- Select a tree, rock, or bush and stay with it until you are found.
- Stay out in the open where you can be easily seen – don't be tempted to hide, even though you are frightened. If you hear helicopters, make yourself BIG. Get out in the open and lie down with your brightest colored clothing on top.
- Searchers will be calling out, and then listening for your answer. When you hear voices, shout "I'm here," count to 100, then shout again. The searchers will come toward your voice.

Tips to Make Hiking Fun

- Don't be in too big of a hurry – take time to see and investigate things - look at curious shapes, insects, and scenic views.
- Play games during rest stops – What do you see in cloud shapes? What noises do you hear? How many colors can you see in nature?
- When you are pointing out interesting things along the way, be sure everyone hears, not just the ones in the front of the line.
- Remember to take a snack – make some trail mix, raisins, apples, or oranges are good choices.

Hints for Hikers

- Use a steady, rhythmic pace. Shorten steps to go up an incline, lengthen going down.
- When hiking in single file, keep three or more feet apart to avoid whipping branches and falling rocks.
- Keep arms and hands free when hiking.

- Stop and wait a few minutes before drinking cold water or eating, so blood can go out of the muscles and back to the stomach.
- Leave the woods, streamside and trails so that no one will be able to tell that anyone was there.
- Leave flowers for others to enjoy.
- A good position for resting is flat on your back with your legs raised.
- Encourage campers to use the rest room before leaving camp. In case of an emergency, use an individual "cat hole" at least 200 feet away from the trail or water.
- Give trail right-of-way to faster hiking groups. Step off the trail to the uphill side for horses.
- When hiking at night, wear light-colored clothing and carry flashlights (turned downward).
- Enjoy the silence of the woods. You'll see more wildlife! In public places, be courteous. Loud singing and shouting or loud games will disturb others.

Rules of the Road for Hikers

- If it is necessary to walk on the road, walk on the left side, facing traffic.
- Observe trespassing signs. Get permission to go on private property. Leave gates as you find them.
- Cross roads as a group. Line up single file along the side of the road facing the opposite side of the road, with a staff member at each end. The staff members call "all clear from the right (or left)" then the group walks across in a single line.
- Do not ask for or accept rides from strangers.
- Be responsible for your own safety, for the safety of your buddy, and the group.



AQUATICS & WATERFRONT

General Guidelines

- Every staff member is charged with the responsibility for the safety of campers and for following the rules. All lake and pool activities will fall under the jurisdiction of the waterfront director or head lifeguard. His/her instructions, as well as the instructions of all the lifeguards must be adhered to by ALL employees, officers, campers and visitors.
- The waterfront director (head Lifeguard) is responsible for scheduling qualified personnel for all pool and lake activities (including boating) during operation of the summer camp.
- Each aquatic activity shall be staffed by certified lifeguards in accordance with the ratios established for the activity (most situations 1:25). There must be a minimum of two staff members on-duty at all times (with at least one being 18 years of age or older), a person or persons certified in standard first-aid and age appropriate CPR and a stocked first-aid kit at each aquatic activity.
- A "lookout" is on duty to assist the lifeguards in maintaining safe supervision of campers and lifeguards and lookouts should be positioned in strategic locations to ensure the most advantageous viewpoint to supervise waterfront activities whilst being readily available (guard chairs, boat dock, poolside, boats, etc.)
- Not Permitted by lifeguards and lookouts: Reading, sunbathing, long conversations, letter writing, or other activities that distract from camper supervision. Lookouts have been oriented to their responsibilities and have demonstrated elementary forms of non-swimming rescue.
- Campers and staff must follow all safety rules posted at waterfront areas.
- Staff accompanying campers are expected to assist in enforcing rules/policies.
- The buddy system is always in use at waterfront areas.
- If severe weather approaches (thunder and/or lightening), all waterfront activities will be closed, and campers must take shelter in the nearest building or leave the area immediately under the direction of the waterfront director, head lifeguard, and/or camp director. Other weather conditions (fog, high winds, mist) which may close down the waterfront areas will be up to the discretion of the waterfront director and/or camp director.
- Staff members are trained in and can demonstrate non-swimming rescues during pre-camp orientation and are oriented to their responsibilities as lookouts. Emergency procedures are periodically rehearsed throughout the season at the direction of the waterfront director/head lifeguard.
- The fence around the perimeter of the pool is locked with a pad lock and chain on the gate.

- No campers or staff (except authorized personnel) are allowed in the filter area.
- The filtration system is maintained and in good working condition. The filter room is locked at all times and first-aid kit and fire extinguisher are stored in the filter room at all times.

Pool Guidelines

- Swimming pool will be locked when not in use and the lake area will be considered off-limits when lifeguards are not present and on-duty. A certified lifeguard must always be present and on-duty when swimming or boating areas are utilized (pool and lake). No-one, including lifeguards, is ever to swim alone in any aquatics area.
- Each camper takes a swim test the first day of camp to determine their swimming ability and will be issued a colored wrist tag.
- The following pool safety rules are reviewed during the first free swim:
 - Obey lifeguards at all times
 - No running
 - No horseplay around or in the pool
 - No pushing campers or staff into pool
 - No glass or food inside the pool area
 - No climbing or sitting in the lifeguards' seats
 - Do not touch the rope between the shallow and deep end
- Upon entering the pool area, campers are doused by overhead shower before getting in the pool.
- The buddy system is used at free swims. Each camper chooses a buddy.
- When the whistle is blown, all swimmers immediately get out of the pool, find their buddy and wait for further instruction. This is rehearsed at least once during every free swim.
- Staff accompanying campers to the pool should plan to have the campers ready to enter at the scheduled time. Campers line up outside the gate in a buddy-line until the previous camper leaves the pool area.

- Wheelchairs in the pool area must have the brake set and a chock in front of the wheel to prevent accidental rolling. In the direct vicinity of the pool and on the banks of the lake, there are no barriers to prevent a wheelchair from rolling into the water. There is fence that provides protection from the pool provided that wheelchair-bound individuals remain outside the fence.

Lake/Boating Guidelines

- No camper is to be at the lake unless there is staff from the waterfront team present and certified in lifeguarding and first aid/CPR. This policy remains in place during times when staff members are off. At no time are staff members to be in the water (pool or lake) when lifeguards are not present.
- Staff members are instructed in basic small craft safety rules and emergency procedures during pre-camp orientation.
- All canoes and boating equipment should be inspected on a regular basis and any repair needs reported immediately to the waterfront director. Personal floatation devices (PFDs) are given a safety check immediately prior to use.
- All campers and staff must properly wear a PFD while in watercraft. The life preservers must fit properly, and they should be the right size. The cords at the neck should be tied and the cord around the waist should be securely buckled and snug.
- If the life preserver is grabbed at the shoulders and lifted up, the campers should not be able to slip down into the life preserver. There should be no tears, rips or missing parts in life preservers.



- All campers are instructed in safety rules and given basic boating instruction, including dry land practice before going out on the lake. Training includes:
 - Self-rescue in case of capsize or swamping.
 - Boat handling, boarding, disembarking, trimming, loading, and changing positions.
 - Donning and use of PFD.
- Campers are first instructed in the following safety rules:
 - A life preserver must be worn properly at all times.
 - Boat capacity for each watercraft.
 - When using canoes or row boats, paddle on opposite sides.
 - No dangling of feet over the sides of boats.
 - No horseplay.
 - Never stand up in rowboats or canoes.
 - Never leave a capsized boat even if it is partially submerged. Wait to be rescued.
 - Be courteous and considerate of other people in the boat.
 - Always listen to the lifeguard, instructor & lookout.
 - No swimming is allowed in the lake at any time.
 - No one is to be at the lake after dark.
- A staff member (lookout) must always be present on the shore.
- Buddy system must be used while on the lake
- There is one certified boating instructor for each six boats on the lake. The overall ratio of one staff person for every ten participants must be maintained at all times.
- Wheelchairs in the lake area must have the brake set with a chock in front of the wheel to prevent accidental rolling.
- At the lake, the lifeguard may be supervising from the shore or in a canoe/boat. All lifeguards (lake and pool) must always be attentive to duties.
- No one is to be thrown into, swim or wade in the lake for any reason at any time.
- Boats will be locked during hours not designated for waterfront activities.
- Motorboats are to be used ONLY with the waterfront director's explicit permission and the permission of the camp director. NO EXCEPTIONS MADE. Only those assigned to operate motorboats will be allowed to drive the boats, including the pontoon boats.
- Infractions of boating rules will result in permanent nonuse.
- Person overboard – give extended paddle or oar and pull to boat side. If distance is too great, throw life jacket, and move boat to person in water.
- No staff member may use boats without a lifeguard (preferably with lake rescue skills) present and on-duty. On-duty lifeguards must be an adult.
- All staff using the boats must get permission from the camp director and waterfront director and must check in after the activity is over.



Emergency Procedures

- Whistle blows to get all participants out of water.
- Lifeguards immediately assist distressed swimmers/boaters by remaining above water and getting them out of pool/lake.
- Lifeguards administer required first-aid/CPR or take other necessary measures as situations warrants.
- Nurse is immediately notified and 911 is phoned (if situation warrants)



Rescue

Capsizing is part of the sport of canoeing. Boaters should be able to handle their own craft in capsizes and swamps, and aid others in need. Always be prepared to swim. Dress properly and wear your life jacket. Being prepared is the first step to rescue. Self-rescue is the quickest and surest method.

Self-Rescue

The simplest form of self-rescue is wading or swimming to the closest safe shore with the canoe. In moving water, stay on the upstream side of the boat; this prevents entrapment of your body between the canoe and downstream obstructions. On a lake, if the self-rescue involves a long distance to shore, you may want to re-enter the canoe even if it is partially filled with water. Whenever possible, stay with the canoe. It provides positive flotation, and a large object is more visible to rescuers as well as power boats that might otherwise run you down accidentally. In some moving water mishaps, it may be advisable to release the canoe and swim to shore. The safest method of swimming in moving water is on your back with your feet downstream. Keep your head up and your toes at the water's surface. Use your feet to fend off rocks. Position your body to ferry into the nearest eddy using strong kicks and your arms to help direct your movement. Do not stand up in the current until you are in water less than knee deep. Standing in fast moving water that is more than knee deep may result in injury or drowning due to a foot entrapment.

Emptying the Canoe

To empty a capsized boat that is floating upside down in water where you can stand, raise one end of the canoe to the water's surface. Push down on the opposite end of the boat while lifting one gunwale (upper edge) to break the water's suction. With the canoe still upside down, raise the canoe out of the water with help from a partner on the opposite end. After allowing several seconds for the canoe to drain, roll the canoe to the upright position on the surface of the water. In deeper water, a canoe over canoe rescue is most effective.

Re-Entering the Canoe in Deep Water

If shore access is not possible, you can re-enter the canoe from deep water. Begin by placing your hands on both gunwales near the wide section of the canoe. Hand placement may vary due to canoe width and stability, arm length, and paddler strength. There should be space available for your body in the section to be entered. Pressing down with both hands and using a strong kick, lift the body upwards until the hips are across the nearest gunwale. Roll onto your back and sit on the bottom of the canoe before bringing your legs in. Use hands to paddle the canoe if necessary to retrieve paddles and gear. Swamped canoes may be paddled to shore with paddles, or if necessary, with your hands. They may also be bailed. A second canoe can assist by holding the gunwale opposite the side being re-entered, thereby stabilizing the boat. Tandem paddlers help stabilize the boat for their partners and re-enter one at a time from opposite sides.

Rescuing Others

When in position to assist others, use this rescue sequence: Reach, Throw, Row, Go.

- Reach – Often reaching a hand to a swimming paddler can bring them safely to shore or to your canoe's gunwale. A paddle can extend your reach safely.
- Throw – When the swimmer is too far away to reach with a paddle or pole, a thrown float or rope can often aid the paddler's rescue.

- Row – If the swimmer is beyond range to be thrown a rescue device, the rescuer should maneuver his/her boat to a position where a reach or throw technique is possible. A rescuer in a boat is safer than a swimming one.
- Go – As a last option, a trained and properly equipped rescuer can swim to the aid of the swimmers. Bystanders should call for help.

Boat Bump Rescue

When paddling to rescue a swimmer, tow the swimmer at the stern (back) of your canoe while bumping the swamped boat to calm water at a close shore.

Boat Over Boat Rescue

In open water with a second canoe to assist as a rescue boat, a boat over boat rescue is quick and very effective. Assume a tandem boat has capsized: Capsized paddler #1 holds onto the end of the rescue canoe. Capsized paddler #2 helps line the capsized boat forming a "T," and remains in the position at the bottom of the "T". The rescuers at the top of the "T" hold onto the capsized boat's end allowing capsized paddler #2 (bottom of the "T") to push down on the boat and break the vacuum. This action raises the end near the rescue boat up and out of the water. With capsizes involving lightweight people, more than one person may be needed to push down on the end of the boat.

Keeping the boat upside down, the rescuers pull the boat up and across their craft until it balances on their gunwales forming an "+". Be careful not to pinch finger between the two boats. The capsized paddlers should keep hold of the canoe as it is pulled in and move to stabilizing position on the rescue boat. The rescuers allow the boat to drain, then flip it upright position while continuing to balance it across both gunwales. The rescuers slide the canoe into the water without losing contact. They stabilize the craft, gunwale to gunwale, with their own boat. The capsized paddlers re- enter with either deep water re-entry or a rescue sling entry.



Primary Goals

- To increase the participant's sense of personal confidence
- To increase mutual support within the group
- To develop an increased level of agility and physical coordination
- To have fun

Participation Requirements

All campers will participate in proper ground school training prior to being given access to the course. Campers will receive instruction and be carefully supervised until competency is demonstrated in proper spotting, falling and self- rescue techniques prior to course participation.

Safety Considerations

Staff members are responsible for ensuring that spotters are located in positions from which they can continuously observe the activity and quickly assist the participant. Helmets must be worn by all participants and spotters (located within boundaries of course). All helmets are to be sprayed after each use. All equipment is to be properly placed and stored in storage room. In case of an accident, staff members need to remain calm, take command, and give clear instruction. The nurse and camp director are to be notified immediately and proper emergency procedures are to be followed. Victims are not to be moved until professional medical personnel have arrived if there is any possibility of back or neck injury.

Staff members are trained by an experienced challenge-course instructor during pre-camp orientation in the areas of safety procedures, teaching techniques and overall course operations and management. No staff member may supervise campers at the challenge course unless they have undergone the proper training and their skills have been documented and verified. Challenge course activities will occur when properly trained and certified staff is available.

A minimum of two staff members must accompany each group, one of which must be first aid and blood borne pathogen certified. A two-way radio will always be present while the course is in operation. A first-aid kit is kept in the prep room. The challenge course director will provide overall leadership and direction to all course activities. In his/her absence, the camp director is responsible for the challenge course.

The maximum number of campers allowed at the challenge course site is 1:10 per trained adult. Staff must directly supervise each element. Free play is never acceptable. Facilities are to be used only during daylight hours.

The camp caretaker is responsible for the overall care and maintenance of the course. The challenge course is inspected and maintained by the camp staff and Challenge Towers, Inc. only. Use of the challenge courses must always be cleared and coordinated with the camp director in advance. Maintenance request forms are to be completed and submitted if one of the elements needs attention.

Program Activities

All campers must be provided with instruction before use of the course.

The challenge course director is at least 21 years of age. The lead facilitator(s) is (are) at least 18 years of age and facilitators are at least 16 years of age. All challenge course staff are certified in first-aid and CPR and have experience and knowledge with the challenge course process, safety, and emergency procedures.

Each facilitator can supervise up to 10 persons on the challenge course at one time. In addition, the group will provide 2 observers (usually counselors over 18 years old), per activity, to assist with supervision and observation of the participants in the challenge area. Normally, there is one activity occurring at a time so the observers can change when the activity changes. Observers will serve to help ensure that participants honor safety regulations. The observers will be instructed in their roles by one of the course facilitators. The facilitator shall:

- Advise campers and staff of safety practices and potential hazards of the challenge area and conduct safety first supervision.
- Remain at the challenge area while groups are present and will be in position to continuously observe and quickly assist any climber.
- Utilize proper safety checks before any participant ascends the course.
- Station the observers so they can see climbers at all times and clear the area in case of emergency.
- Conduct all challenge area rescues.

Challenge Course Rules and Safety Precautions

- Use of the challenge course without a trained facilitator approved by the camp director is strictly prohibited.
- Users of the challenge course must sign a waiver prior to using the course. Minors must have a parent/guardian signature. The site director or trained facilitator will review all waiver forms for signature prior to allowing guests on the course.
- Direction from the facilitator shall be strictly adhered to.

- No climbing allowed without safety gear and facilitator go-ahead course. Inspections will be done by the camp director, caretaker or trained facilitator and will be documented and filed in the logbook.
- Inspections shall include review of the ropes, cables, guy wires, carabineers, harnesses, pulleys, helmets and the area around the challenge course, and connection points.
- Only a trained facilitator shall perform a rescue with another facilitator.
- Climbers shall wear closed toed shoes and socks, remove loose clothing and tie hair back.
- Climbers will be instructed to a voice command demo before participating on the course.
- Participants should drink lots of liquids before coming to the challenge course to help prevent dehydration.
- Participants should have adequate sun protection to prevent burning.
- Participants should remain under shade to prevent heat exhaustion and exposure.
- No running or jumping from high events within the ropes course.
- Any questions should be directed to the challenge course director or camp director.

Spotting

Spotting is the most important safety method for initiative (low ropes) elements. The main role of the spotter lies in protecting the climber's head, neck, and upper body should a fall occur. Spotters should understand that although they should always be in a position to support a falling climber, it is usually very difficult to literally "catch" a falling body, even from a small height.

Teaching Spotting Technique

Teaching spotting to participants is one of the most challenging aspects of the challenge course. The technique itself isn't complicated; the difficulty lies in the fact that would-be spotters don't understand their importance until they actually have to spot a falling person. The following is a list of some of the important aspects to remember when teaching spotting.

- Spotters should mimic the movements of the climber, positioning themselves to anticipate any falling action.
- Spotters should always be focused on the climber.
- Spotters should anticipate a fall at any time.
- Spotters should be aware of the special dynamics of each element (i.e. swinging from a rope).
- Spotters must understand how important their role is to both the physical and emotional safety of the climbers. Joking around and horseplay is not acceptable.
- Spotters should have a thorough knowledge of proper verbal and acknowledgement commands.

Verbal Contract

Whenever someone is ready to engage in a movement, either in practice or during an activity, a certain set of communicative acknowledgements **MUST** occur between the participant(s) and the facilitator(s). This creates an additional avenue to ensure safety during the activity. The following is an example of such communication:

- Climber says, "Ready to climb." With this statement, the climber is indicating that he/she is ready to proceed (ascend/descend/other).
- Facilitator(s) say "Clear to climb," indicating that the route is clear.
- Climber says, "Climbing."
- The facilitator says, "Climb on," giving the go-ahead to proceed. The same types of commands are used for clipping in/out, transferring and belaying. No participant or facilitator is ever to be disconnected from belay cables while on the course.

Emergency & Rescue Procedures

In the event of an emergency, careful attention will be given to maintaining a peaceful and calm atmosphere so as to not increase the possibility of additional incidents. When an incident occurs that is deemed "not ordinary" or "emergent," the lead facilitator will coordinate the response and rescue.

While the lead facilitator tends to the needs of the participant in need of assistance, the remaining facilitators will supervise the other participants, having them leave the course, if possible. Or if necessary the lead facilitator will either make contact with the victim or he/she will "call" the rescue and assign another facilitator to actually initiate and carry-out the rescue.

In the event of a line drop, the facilitator will first attempt a simple "Buddy Rescue" to bring the fallen participant back onto the line. Then, the facilitator will monitor the participant up/down to the next element.

In the event that a participant cannot be re-lined, he/she will be belayed down by multiple facilitators. In the event of a belay rescue, all remaining participants will be required to either depart the course or remain in their current positions until the rescue has been undertaken and completed.

If, after the rescue has occurred, there appears to be the need for additional aid to be rendered to the victim, the nurse will be called to assess and respond as appropriate.



General Guidelines

- Archery is not recommended for campers under age nine. A participant in archery activities must be old enough to understand safety procedures and handle equipment correctly. Archery may not be appropriate for some older campers. Evaluate your campers before taking them to archery.
- Staff will be certified during pre-camp in the areas of safety procedures and teaching techniques by a NASP Basic Archery Trainer to certify staff with their NASP Basic Archery Instructor certification (BAI). The trainer will observe counselors to verify knowledge and skill in teaching and supervising; knowledge of safety practices, equipment use and maintenance, and technique. Each staff person taking the NASP course must pass the test with at least a score of 80% in order to be certified and instruct campers with archery.
- There must be one certified staff member for 12 campers. The certified staff member must have knowledge of safety practices, equipment use and shooting technique. There is always at least one other counselor present to make sure the waiting line is kept safe and control campers waiting to shoot.
- A walkie-talkie will be available at the archery range in case of emergency.

- A first-aid kit will be located in the storage box. Please notify the nurse when supplies are used so they can be replaced.
- After arriving at the archery range, explanation of safety rules posted at the archery range and demonstration of equipment must be completed.
- The instructor is responsible to supervise campers using the archery equipment, carefully monitoring the performance of each camper until competency is demonstrated.

Equipment

All equipment used for archery should fit within the NASP guidelines. Broken arrows, fletchings and bows should be discarded or put away so that they will not be used during archery classes if they are repairable by a certified archery repair shop. The targets should be checked to make sure they are secure. The net should be checked to ensure there are no holes in which arrows could penetrate or fly through.

Safety Considerations

- Maximum number of shooters match targets out in the range.
- Archery equipment must be stored in the shed and locked when not in use. Bows hanging, and arrows stored in the quivers.
- Don't use broken/cracked arrows or arrows with torn or missing fletchings. Always check arrows; especially if they have hit the ground.
- Campers waiting a turn to shoot must wait behind the designated archery waiting line.
- In case of an emergency, remain calm, take command and give clear instructions. Have all archers put down their bows and arrows right away and step behind the waiting line. Attend to the camper in need of help and summon nurse via the radio right away, if needed.

Safety Rules

- Always keep arrows pointing down range.
- 5 whistle blows means STOP. Ease arrow forward, re-quiver, re-rack, and go behind the safety line.
- Only shoot the bow with arrow nocked and pointed

towards the target. To shoot a bow without an arrow is a dry fire and can harm people and equipment.

- 2 whistle blows mean "Get Bows". Camper gets bows from bow rack and walks to shooting line and rest bow on toes and waits for next command.
- 1 whistle blow means "Shoot". Camper retrieves one arrow from quiver located in front of them and goes through the 11 steps of archery and shoots.
- Once all arrows are shot camper walks to bow rack with bow and re-racks the bow and walks behind the waiting line for other campers to finish shooting and for next command.
- 3 whistle blows mean "Go Get Arrows". Campers walk to target line and wait for instructor to give them the clear to remove their arrows from the targets.
- Remove arrows from targets by placing one hand on target and using the other hand to remove the arrow. Place the arrow on the ground as each arrow is pulled out of the target.
- Once all arrows are removed, pick up arrows, place one hand facing down over point and the opposite hand facing up below the fletchings, walk back and put arrows in the quiver. Return to the waiting line.

Bow Rules

- Always keep you bow off the ground – bows on toes.
- Always hold you bow vertical to the ground.
- Only draw back your bow if it has an arrow knocked in the bow.

Arrow Rules

- Only use arrows given to you by your instructor.
- Keeps arrows in quiver until command to shoot.
- Always keep your arrows pointed down or towards target.
- If you drop an arrow, it is considered a shot arrow, leave it on the ground until you are told to get your arrows.

Archery Range Procedures

- Wait behind the waiting line until you hear 2 whistle blows to "Get Bows".
- Pick up your bow and straddle the shooting line. Keep your arrows in your quiver until you hear 1 whistle blow to "Shoot".
- After you have shot all your arrows, set your bow down and step back behind the waiting line.
- After everyone is done shooting and behind the waiting line, the instructor will blow the whistle 3 times to "Go Get Arrows". Walk down to the target line and wait for further instructions. The instructor will then tell you to get your arrows. Take turns, one archer at a time.
- When pulling your arrows out, stand to the side of the target and make sure no one is standing behind your arrows. Pull your arrows out correctly one at a time. Return to waiting line when you are done.

Basic Archery Range Commands

- Two whistle blows = "Get Bows"
- One Whistle blows = "Shoot"
- Three whistle blows = "Go Get Arrows"
- Five whistle blows = "Cease Stop"



General Guidelines

- Air Rifles are designed for campers ages 10 and over. A participant in air rifle activities must be old enough to understand safety procedures and handle equipment correctly.
- Staff will be instructed during pre-camp in the areas of safety procedures and teaching techniques by a trainer with Basic Air Rifle Instructor certification or documented experience indicating knowledge and skills in teaching and supervising an air rifle program. (Must be approved by DHQ/THQ if not an approved BAIT with TSAO). The trainer will observe counselors to verify knowledge and skill in teaching and supervising; knowledge of safety practices, equipment use and maintenance, and technique.
- One certified staff member for 6-8 campers. The certified staff member must have knowledge of safety practices, equipment use and shooting technique. There is always at least one other counselor present to make the overall ratio 2:8.
- A walkie-talkie will be available at the air rifle range in case of emergency.
- A first-aid kit will be located in the storage box. Please notify the nurse when supplies are used so they can be replaced.
- After arriving at the air rifle range, explanation of safety rules posted at the air rifle range and demonstration of equipment must be completed.
- The instructor is responsible to supervise campers using the air rifle equipment, carefully monitoring the performance of each camper until competency is demonstrated.

"GET
BOWS!"



Equipment

The air rifle is a low powered rifle that uses compressed air or gas to fire small pellets. They shoot single projectiles a long distance. Air Rifles are to be used and stored in a locked storage area. CO2 cartridges, pellets, magazine and clips should be stored in a separate locked storage away from air rifles. Use only .177 pellets and never reuse pellets. CO2 cartridges should be replaced and discarded after every 4 to 5 shooters. CO2 cylinders may explode at temperatures above 120 degrees, therefore the storage facility where these are kept should remain below 120 degrees. Do not mutilate, burn or store at high temperatures.

Safety Considerations

- Do not store at high temperatures.
- Make sure all equipment is kept locked up safely.
- Make sure all equipment is in working order and cleaned regularly.
- Do not reuse pellets.
- Discard used or empty CO2 cartridges.
- Always treat air rifle as if it is loaded.
- Ensure firing range has secure access.

Safety Equipment

- Clear Barrel Indicator (CBI)
- Safety Glasses
- Cleaning Rod or 1/8" dowel rod

Safety Rules for Basic Firearm Handling and Safety

- Always treat firearm as if it is loaded.
- Use double handed carry when carrying the firearm.
- Pick up firearm with the grip.
- Always keep muzzle pointed in a safe direction.
- Be sure of your target and what is beyond.
- Keep your finger outside trigger guard and alongside receiver, known as indexing.
- Always make sure the safety is on when not using your firearm.

Safety Rules for Firing Range

- Wear Safety glasses.
- Remain behind the waiting line until it is your turn.
- Always keep the gun pointed in a safe direction.
- Keep the gun on SAFE until you are ready to fire.
- Index your finger until ready to shoot.
- Yell "CEASE" if you see a dangerous situation.
- If you are shooting and "CEASE" is called, stop and put the gun ON SAFE and place air rifle on table. Return to the waiting line until the range is safe.
- Wait for signal to retrieve your own target and place a new target for the next shooter.

Basic Firing Range Commands

- You may pick up your firearm, remove your CBI, load it and get yourself into position.
- Is the line ready? Ready on the right? Ready on the left?
- When the line is ready, you may fire. Once you have fired all shots, put safety on and place your firearm on the table.
- The firing range is closed.
- The firing range is safe you may now collect your targets.

CAMP EMERGENCY PROCEDURES



No two emergencies are the same. While the various steps and suggestions outlined in these procedures represent the guidelines for campers and staff, your own good judgment should be the final authority until you are able to contact assistance. The safety and well-being of the campers and staff ALWAYS come first.

General Emergency Rules

Safety of campers and staff is the priority, with facilities and equipment a second consideration.

- When possible, counselors and staff will receive emergency notices in person.
- When these systems fail, an announcement will be made with location name. Instructions will be given via "chain of leadership". In case of intercom failure, an automobile horn will sound, three long blasts.
- Staff and campers are to remain in their assigned activity area except for those in the immediate care of the emergency.
- An emergency vehicle will be kept at camp during all sessions at all times with available drivers.

Major Injuries and Accidents

If you are the primary staff member at the scene in camp:

1. Evaluate the overall situation. Do not panic.
2. Take charge. Be firm and clear in your instructions to campers and staff. Use calm tone of voice.
3. The staff member with the highest level of appropriate certification is delegated the responsibility to aid the injured party. Give priority attention to caring for the needs of the

victims. The person rendering first aid must enter the information in the camp health log within 12 hours of the incident.

4. Delegate another staff member to ensure the safety of other campers by taking them away from the immediate scene and organizing singing, games or other activities. Retain one staff member at the scene of the accident with the victim.
5. Contact the camp nurse as soon as possible. Provide a clear description of the emergency and your location.
6. Notify the camp director or other administrative staff in the camp office. If someone else answers the call, do not discuss the situation with them, simply tell them; "This is an emergency, I must talk to the camp director."
7. Begin collecting the facts. What happened? How? When? Where? Witnesses? Where?
8. Prepare accident reports within 24 hours, including your write up in the Incident Report Book, and completion of an online Safe From Harm incident report.
9. In the case of a critical accident, serious injury, harm or fatality: keep a responsible adult at the scene of the accident or emergency situation to see that nothing is disturbed until medical aid or the law-enforcement authorities arrive.

Transportation Safety

1. When camper(s) are transported off the campgrounds – 2 adults are required to be in each vehicle.
2. All persons in the vehicle are always required to wear seat belts and to remain seated when the vehicle is in motion. Passengers in wheelchairs are to be seatbelted into wheelchairs that are in a locked position and secured to vehicles.
3. Vehicles are not to carry more passengers than their rated capacity.
4. When stopping to refuel – all persons should leave the vehicle before the vehicle is refueled and remain out of the vehicle during refueling.
5. When unloading and loading at any location a roll call/check must be made to ensure that all campers are accounted for.

6. When unloading at any location – one adult must maintain visual contact with all campers, if they go to the bathroom – be sure they come out in a reasonable amount of time and rejoin the group.
7. No rough housing in vehicles.
8. The music should be kept at a volume where the driver will be able to hear emergency vehicles and a phone ring.
9. Keep heads, arms, and legs inside vehicles at all times.
10. No items should be kept in front of exit doors in the case of an emergency.
11. All passengers should do their best not to distract the driver.
12. Driver should not be on cell phone unless using a hands-free device.

Emergency Off Camp Property

1. If the injury is not a life/death situation or is an illness, contact camp first. If the emergency appears to be life/death related, call 911 first (or appropriate EMS number), then notify the camp.
2. Be prepared to deal with the public and possibly the media. Do not issue any statements. Do not make any comments "off the record." Do not speculate.
3. Indicate as pleasantly as possible that you are not authorized to speak for the camp and refer them to the camp director.
4. Make no statement orally, or in writing, which could be interpreted as assuming or rejecting responsibility for the accident or emergency. Under no circumstances reveal the name of the victim or other persons involved.
5. Cooperate with the public emergency personnel at the scene. Get the name, badge number, and jurisdiction of the officer taking the report. If possible, get the report number too.
6. Contact the child's parents only if you have authorization form the camp director or camp nurse.

Secondary Help

1. If you are the second person on the scene of an emergency, remember campers' safety comes first!

2. Quickly and quietly follow the directions of the person in charge of the situation.
3. Do not panic. Remember, you must set an example for the campers at the scene.
4. Offer advice only if you are more knowledgeable about the incident or if you are asked.
5. Do not discuss or allow campers to discuss the situation with anyone other than camp staff or law-enforcement officials.
6. Assist in preparing reports as needed.

Waterfront Emergencies

General Guidelines

1. The buddy system must be used at all aquatic activities. The buddy board is also used at the pool area.
2. "Buddy checks" need to occur at least once during each aquatic activity period.
3. Waterfront staff and lookouts should have periodic rehearsals of aquatic rescue procedures.
4. In the event of an aquatic emergency, the waterfront staff member with highest qualification/position shall be in charge.

At the Pool

Near-Drowning:

1. The lifeguard signals a long blast on the whistle. The signal alerts other pool staff and lookouts that it may be necessary to clear the pool and put rescue procedures into action.
2. Lifeguard on duty will reach victim in the fastest possible way and administer appropriate lifesaving techniques. If she/he requires help in the rescue, she/he extends a clasped fist into the air. Remaining lifeguards assist with the rescue.
3. Lookouts and additional lifeguards signal all campers and staff to leave the water and the pool area. The lookouts/counselors will supervise the campers.
4. One counselor will be asked to report immediately to the officer and explain the nature of the incident. The camp nurse and camp director will be contacted immediately. If the emergency is a drowning or major injury, 911 will be contacted, (follow procedures for Major Incidents and Accidents).

Lost Swimmer:

1. If a camper is missing during a buddy check or the camper's buddy or counselor notifies the lifeguards and/or lookouts that a camper is missing;
2. A whistle is blown for a "buddy check". Everyone immediately gets out of the water and a recount of swimmers is taken.
3. Unit staff assigned by the waterfront director or lifeguard will take other campers out of the pool area to another designated place.
4. Waterfront staff will immediately scan the pool, then check the changing room and restrooms.
5. Waterfront staff will designate a staff member to inform the camp office of emergency details. If the camper is not found, Missing Person Procedures will be followed from the Emergency Procedures.

At the Lake

Capsized Canoe/Boat:

1. Camper must complete a "tip test" prior to canoeing to receive instructions on what to do in the event of a capsized canoe. Everyone in a canoe must wear a size-appropriate Personal Floatation Device (PFD).
2. When the staff has spotted a capsized canoe, instruct the other campers to move away from the area. Talk to the campers and tell them to do just what they did during the "tip test."
3. If the campers are unable to maneuver themselves and the canoe to safety, a staff member should canoe next to the campers and assist them.

Lost Swimmer:

Campers are not allowed to swim in the lake. In the event that a camper has capsized his/her canoe or fallen into the lake, follow appropriate rescue techniques. If a camper is missing:

1. Remove everyone immediately from the lake and onto the shore while a recount is quickly taken.
2. Unit counselors take campers away from the lake and inform the office of emergency details.
3. Waterfront staff scans the lake until other help arrives.
4. The administrative staff contacts other staff members and proceed to the lake area with a

walkie-talkie. One staff member will stay by the phone. A rescue squad (911) should be contacted, and the emergency procedures followed.

5. A designated drill person will stay on the shore and direct the others to look for the camper, moving with as little movement as possible. Depending on the condition of the lake, the staff may look via canoe, rowboat, or by swimming. The safety of the staff members is very important! If needed, masks, snorkels, and other rescue equipment are available at the pool area.
6. The search continues until rescue authorities arrive and take over and direct the staff on their duties.

Signal

Announcement over the PA system or blasts from an air horn are the 'signals.' When the signal is heard in the unit, campers are to be assembled. Contact the camp office by walkie-talkie or runner to let them know you've heard the signal and to receive any instructions. When the alarm sounds, the head maintenance worker is responsible for contacting the lakeside area to notify them of the emergency. If a unit/cabin has not been contacted within 5 minutes, a runner will be sent, and contact will be attempted in person.

When the Alarm Sounds

1. Stop all activities, assemble all campers in a buddy line and count to be sure all the campers and staff are present.
2. All persons, if possible, should have shoes on their feet and flashlights if the alarm has sounded at night.
3. Proceed quickly and quietly to the designated safety zone (ball field, ball court cabin bathrooms, rec. hall).
4. Upon arrival, do another head count and report the number of campers and staff present to the person in charge (camp director).
5. Keep the campers quiet and calm and wait for further instruction.
6. If a fire prevents you from reaching the designated safety area, use good judgment. Stay put so an administrative staff can reach you OR exit quickly, using the safest route, to the nearest road or pathway.

7. If possible, bring campers' medications and the cabin first-aid kit.
8. Staff without unit responsibility will carry out their assigned tasks.

Camp Evacuation

If it is necessary to immediately evacuate the camp, campers will be divided by cabins and loaded into all camp vehicles and staff cars and transported to a safety zone. To expedite this process, staff cars must be parked facing out and an ignition and door key turned into the camp office.

Missing, Lost, or Runaway Person Procedure

1. Determine when and where the camper was last seen. Stay calm so you don't frighten the other campers.
2. Discover (if possible) the state of mind of the camper. Was she/he depressed or angry? Threatening to run away? Did she/he fall behind on a hike, or leave to visit a friend in another unit? A camper who does not wish to be found will require a wider and more careful search.
3. Do a search of the immediate area with available staff. (The camper may have wandered to the edge of the activity.) Ask nearby campers and staff if they have seen or know where the camper is. Before leaving the rest of the group to find a camper, see that they are supervised by another staff member.
4. Check any known accomplices (friends in other cabins, etc.).
5. Check bathrooms, dining hall, the cabin, and a friend's cabin.
6. Contact the camp director or other administrative staff about the situation. Include the name of the missing camper, when and where last seen, description of child: hair, eyes, weight, height, and clothing, if known. The camp director will organize an extended search. If the camper is not found in 20 minutes, the camper will be presumed lost. The camp director will institute a public search that will include contacting the sheriff's department and the camper's parents.
7. Do not ignore the remaining campers. Be calm and positive. Acknowledge their fears and move onto some activity.

8. Complete an incident report and any other reports requested.

Intruders

Unfamiliar persons on the camp property may range from someone lost and looking for directions to a person with intent to do harm to persons or property. Some judgment must be made on the part of staff. Be observant as to the make, model and license number of an unknown car. Persons should be questioned to ascertain who they are and why they are here. Do not antagonize the intruder. Be polite, give assistance if possible, refer the person to the camp office or ask them to leave. Tell them this is private property and not open to the public. Observe to make sure that the person leaves the site.

If the appearance of the unfamiliar person makes you uncomfortable, approach with another staff member. Someone should stay with the campers away from the situation.

If the person seems threatening in any way, do not approach or take chances. Remove yourselves and the campers from the area, notify the camp office and observe the whereabouts of the person.

If you see or suspect an intruder in camp at night immediately and quietly notify the other staff members and the camp office. Check all camper sleeping areas with a head count. In order to prevent false alarms and unnecessary fright, all camp personnel will carry flashlights and identify themselves when walking in the camp at night.

Teach the campers to come quietly and tell you if they see an unfamiliar person on the property. If a child encounters an unfamiliar person, real or imagined, never tell the child that "it really wasn't anything", "there is no need to be afraid", or "it was just your imagination". Frightened children need to be allowed to experience their fear, to know that it is ok to be afraid, and to talk about their experience.

If you are off camp property, keep a staff member with the campers while two other staff members notify a park ranger or law-enforcement officer if someone seems to be behaving suspiciously or inappropriately around your area.

Notify the camp director immediately of any intruders. Complete an incident report and any other reports requested.

Kidnapping

Do not allow anyone (stranger or known) to remove a camper from camp! All staff members will refer all visiting persons (stranger or known) to the camp director. Under NO conditions may a camper be removed from camp without the permission of the camp director.

Strangers may come to the camp in search of potential victims. Custody disputes between parents can result in an attempt to remove a camper from camp. We have a form that parents sign on registration day if a camper is to be picked up from camp early or by another person. The camp director will verify this written instruction if someone comes for a camper.

Should a camper be taken from camp without the expressed and direct approval of the camp director, get descriptions of all persons involved if possible (hair, clothes, height, license number of cars, etc.) and write it down and notify the camp director immediately.

Utility Failure

Water:

Camp has a self-contained water system; however, when it fails, we can have serious problems because of the limited supply. Please practice conservation, teaching campers to restrict the amount of water use.

1. Loss of pressure or unusually rusty-looking water is a symptom of a problem in the system. The units at the end of the system are typically the first to notice the problem. Immediately notify the camp office if you suspect a problem.
2. Should a major leak/break in the line occur in your area, shut off the water as instructed during pre-camp training. Use the intercom to notify the camp office.

Electrical:

A power loss may occur from sources inside or outside the camp. An electrical fire must be dealt immediately, be sure everyone knows that the wires and electrical equipment substations and large green transformer boxes are dangerous and off limits. Complete a request for repair for the maintenance staff if you see one unlocked.

1. Lack of Power: Check the circuit breakers as instructed during pre-camp training. A "tripped" breaker will be positioned midway between on and off and may have some red showing. To reset, turn the breaker off then back on again. If the breaker trips again, and you can manage without the circuit, switch the breaker to "off" and report the problem along with the breaker number on the Request for Repair form. Note: The intercom phone will not work if the power is off in the entire camp. Stay put. The administrative staff will come with an appraisal of the situation and instructions.
2. Electrical Fire: Sound air horn and divide duties. Assemble and evacuate all campers, notify camp office while staff fights the fire. Never use water on an electrical fire. Use a fire extinguisher or baking soda. Try to turn off the circuit breaker.
3. Downed power lines are extremely dangerous. Stay clear and don't contact energized lines or appliances.

Fire

Fire drills are held within the first 24 hours of each session as prescribed by state law. The safety of campers and staff depends on everyone performing their job efficiently. To avoid confusion during an emergency, learn your responsibilities well.

Review with campers an emergency exit from their sleeping area and where to assemble when they hear the alarm.

Building Fires:

1. Burning structures and all adjacent buildings are to be evacuated immediately. Counselors will account for all campers.
2. Notify office. Camp director is to call the Fire Department and Sheriff's Department. An announcement will be made.
3. The camp director will sound the fire alarm over the PA system. When you hear the fire alarms go to the flagpole in the center of camp.
4. Everyone gets together by cabin and a head count is made to make sure everyone is there.
5. If someone is missing from your group, notify the camp director at once.

6. This will allow the camp director to make sure that all persons on camp are accounted for.

Forest Fires:

In the event of a forest fire in the immediate vicinity of the camp, the following procedures will be followed:

1. The camp director will call the Fire Department and Sheriff's Department.
2. An announcement will be made to bring campers by cabins to athletic field for further instructions. Counselors are to account for all campers. Staff supervisors are to account for all staff as follows:
 - a. Head Counselor – All Counselors
 - b. Program Director – All Program Staff
 - c. Waterfront Director – All Lifeguards
 - d. Camp Caretaker – All Maintenance Staff
 - e. Dining Room Supervisor – All Dining Room & Kitchen Staff
 - f. Asst. Camp Director – Child Care, Office Staff, Guest, Housekeeping, & Nurse
 - g. Divisional Music Director – Conservatory Staff
3. If the fire is severe, the camp director orders abandonment of scheduled program. Counselors and staff will prepare to leave cabins. Head counselors are in charge of informing counselors of next move. Counselors are not to take any independent action but are to wait for instructions from head counselor.
4. The nurse is to set up an emergency medical center.
5. From athletic field, cabins are assigned to safe areas.
6. At the first sign of blaze, all staff and campers are to enter the water either at pool or lake. Counselors are to maintain control of their campers at all times.
7. No one is to leave the water until fire has passed unless permission has been given by the Camp Director, Program Director, Assistant Camp Director, or Head Counselor.
8. Everybody is to remain in safe areas until extent of damage is determined.

Weather Emergencies

In the event of unusual weather conditions such as tornados and severe lightning, special precautions must be taken to protect the health and safety of campers and staff. During weather emergencies, the following steps are to be taken:

1. Camp director orders end of regular program. An announcement will be made over the PA system.
2. In the event of severe thunderstorms or tornadoes, counselors may be instructed to keep campers in the cabins or designated shelter in place.
3. Nurse is to prepare infirmary to handle emergency situation.
4. All windows are to be cross-taped to prevent shattering of glass.
5. Several windows in each building should be opened so that the possibility of wind damage to the building is reduced.
6. As storm approaches, each camper is told by the leader/counselor to begin following emergency procedures according to your camps emergency weather procedures. The leader/counselor will ensure campers are in a secure location to protect them from falling and flying debris.
7. No one is to leave the cabins or safe area until told to do so by the camp director.
8. After the storm, all those injured should be taken immediately to the nurse.
9. Damage reports should be filed on all facilities.
10. Return to normal schedule at first opportunity.

Electrical Storm

Lightning will seek tall objects, so stay away from lone trees, drinking fountains, and hilltops. Seek shelter under a low clump of trees, in a building or automobile. All swimmers and boaters must go to the edge and get out of the water upon the signal from the waterfront staff. If a severe thunderstorm occurs – all campers and staff are to stay in their living areas, classroom or go to the nearest shelter/covered area if outside until notified by the camp director or designated personnel.

Earthquake

Most campers are well rehearsed in earthquake “duck-and-cover” drills at school. If campers are inside, have them move away from windows and “duck and cover” under beds, tables, or stand in braced doorways. If the earthquake catches you outside, move away from buildings and trees. Seek an open area.

After an earthquake, do not enter any buildings until they have been checked by the camp administrative staff or the emergency authorities. If possible, shut off the electrical system until the building is checked. Attempt to stop any water leaks.

Stay in your area if it seems safe. Calm the campers and provide program activities (singing, stories etc.) until help arrives.

Natural and Man-Made Hazards

The following natural and manmade hazards are present on the property of The Salvation Army camp. It is the duty of the group leader to inform his/her group of these hazards and to keep his/her group members safe from them.

Procedures and Precautions

Rocky Grounds & Rough Terrain

- **Procedures:**
 - o Walk; do not run.
 - o Clear rocks from grassy areas.
 - o Don't throw rocks.
 - o Stay on main paths.
 - o Use flashlight after dark.
 - o Walk on trails cautiously; no horseplay.
 - o Socks and shoes must be worn at all times.
 - o Counselors accompany cabin in these areas.

Poison Ivy

- **Procedures:**
 - o Hike on established trails where possible.
 - o Wear protective clothing (long sleeve shirt, pants, shoes, and socks).
 - o Wash exposed areas of skin with cold water and soap if suspected contact with poison ivy.
- **Precautions:**
 - o Counselors teach identification.

- o Announce proper clothing for hike.
- o Remind and observe campers of cleaning exposed areas of skin if in contact with ivy.

- **Corrections if possible:**

- o Preventative maintenance on hiking trails
- o Frequent mowing of fields and grassy areas

Dead trees

- **Procedures**

- o Campers cut or handle only small logs or limbs.
- o Identify dangerous fallen trees in populated areas.
- o Report any hanging branches, etc. after storms

- **Precautions**

- o Avoid wood areas during high winds or storms.
- o Complete check of property by caretaker prior to camp.
- o Removal of dead or split branches and trees.
- o Check all areas after heavy wind, rain, and lightning storms.

Insects

- **Procedures**

- o Campers with allergic reactions are to avoid areas with infestations of insects to which they are allergic.
- o Campers must report all bites immediately to counselor who must immediately report the same to nurse.
- o Report any hazardous swarms or nests in buildings or populated areas.
- o Avoid food in cabins

- **Precautions**

- o Extermination of nests in buildings and in populated areas of camp and along paths.
- o Counselors and nurse are to be aware of campers who have allergic reactions to specific insects and know the proper remedy. Medications for such campers must be with their counselors and immediately available at all times.

Reptiles

- **Procedures**

- o Never disturb or play with snakes.
- o Never investigate rock piles or other areas where snakes may live.

- o Don't put hands in woodpile that is established – use one stick to move out others.

- **Precautions**

- o Where possible, remove all live poisonous snakes from main camp living areas.
- o Instruct staff at orientation about identification of poisonous snakes and first aid for all snake bites.
- o Snake bite kit in infirmary.

Machinery and Vehicles

- **Procedures**

- o Only staff who are specifically assigned to handle certain vehicles, mowers, or machines should do so.
- o Counselors with campers are to avoid working areas of vehicles and machinery.
- o Maintenance crews are to slow or stop work if in areas with campers.
- o Drivers are to maintain 15 MPH on camp roads and use extreme caution.
- o All vehicles must check in at office.

- **Precautions**

- o Instruct campers to stand single file, right side of roads when vehicle approaches.
- o No playing in parking lots around vehicles.
- o All machinery to be properly stored or parked when not in use.

Cabins

- **Procedures**

- o No rough housing in cabins.
- o Cabins are to be kept neat and clean.
- o No smoking or open flames in cabins.
- o Do not block doors with beds or luggage.
- o Daily inspections will be conducted.

- **Precautions**

- o No playing on porches.
- o Steps kept in good working order.
- o Fire extinguishers kept in good working condition.

Camp Buildings

- **Procedures**

- o No running on steps or in buildings.
- o No jumping from stage.
- o Buildings to be kept neat and clean.

- **Precautions**

- o Clearly marked exits.
- o Do not block exits.

Heat and Sun

- **Procedures**

- o Wear hats in extreme sun.
- o Restrict very active programs to mornings.
- o Water or juice breaks in the afternoon on very hot days.
- o On very hot days, showers or swim time for every camper and staff.
- o Drink plenty of liquids.

- **Precautions**

- o Wear high factor sunscreen (waterproof if possible).
- o Stay in the shade when possible.

Playground

- **Procedures**

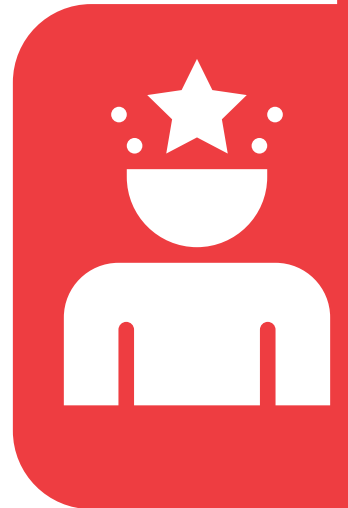
- o Walk; do not run.
- o Socks and shoes to be worn at all times.
- o No jumping from swings.
- o No standing on top of monkey bars.

- **Precautions**

- o Equipment to be maintained and in good condition.
- o Report any broken or unsafe equipment to caretaker.
- o Campers to be supervised by counselors while at playground.

**"DO NOT PANIC
...REMEMBER,
YOU MUST SET
AN EXAMPLE FOR
THE CAMPERS..."**

APENDIX A ACTIVITIES



1. MY CAMP EXPERIENCE

Now is the time to think about your camp experience and what you expect to gain by working at camp this summer.

- What is your goal of what you want to get out of this summer's camp experience for yourself?
- What is your goal of what you want your campers to get out of their camp's experience?
- What are some things you can do to achieve your goals and help your campers to have a wonderful God filled and possibly life changing experience?

2. LIVING IN COMMUNITY

Individual Work

Complete the worksheet on the following page before engaging in group discussion.

Group Discussion

Once you have written down your names share them with the group. Explain why you chose them and entrusted the campers in their hands, not to mention the safety of yourselves and the upkeep of the camp. As a group, decide if these choices were wise and if they would be able to work well together to have a successful camp.

We are a community, and we are living in our camp community. Just as you picked all the different people to work at your camp, you have been personally selected based off your skills and abilities. We all come from different backgrounds and have had different experiences in life. Some of us are social butterflies while others of us tend to like to keep to ourselves. For our community to live in peace we must remember and accept our differences, be respectful of each other, and work as a team. How we act as a team will spill over to the campers.

How can we build our team to make it stronger? What can we do to not “hurt” our team or our community?

Common Spaces

Design your dream staff lounge. Make sure to include all the luxuries you would love to have in your dream staff lounge.

THE PERFECT CAMP STAFF

Instructions: You are the camp director of camp and you are given the opportunity to hire your "All Star" staff. Write the name down next to each position and create your "All Star" staff. You can fill each position with anyone you think would do the job well (celebrity, officer, staff member, historical figure, etc.).

Camp Director (Your Name)	
Head Male Counselor	
Head Female Counselor	
Boys Counselor (6):	
1.	4.
2.	5.
3.	6.
Girls Counselor (6):	
1.	4.
2.	5.
3.	6.
Dining Room Staff (5):	
1.	4.
2.	5.
3.	
Cook	
Recreational Director	
Lifeguards (3):	
1.	2.
3.	
Ropes Course Instructors (3):	
1.	2.
3.	
Security	
Maintenance (3):	
1.	2.
3.	
Camp Caretaker	

3. PERSONAL RELATIONSHIPS

Personal Relationships are to be kept on the **highest Christian level**. Therefore....

What would appropriate displays of affection look like at camp? Is this the same whether you are in view of campers or not? What are the camp policies on and off duty?

How can you ensure that your personal relationships never interfere with your duties while on camp staff?

You are not permitted to rendezvous in the woods, at the lake or any other place that is not considered a "safe zone". Likewise, any premarital sexual relationships are strictly forbidden and will result in automatic dismissal. Absolutely no relationships are to occur between staff and campers. At no time are you permitted to be in private rooms of the opposite sex. This includes sitting in the doorway, walking into the rooms to wait for another person or being in the room together with the door open.

Do any of those last statements frustrate or anger you? If so, why? Discuss the benefits of practicing these safe and best practices at camp. Are there any personal benefits? What benefits? If you do not understand or if you disagree with any of these, discuss it with your camp director.



APENDIX B **SUPPLEMENTAL** **MATERIALS**



THE DOCTRINES OF THE SALVATION ARMY

1. We believe that the Scriptures of the Old and New Testaments were given by inspiration of God, and that they only constitute the Divine rule of Christian faith and practice.
 2. We believe that there is only one God, who is infinitely perfect, the Creator, Preserver, and Governor of all things, and who is the only proper object of religious worship.
 3. We believe that there are three persons in the Godhead – the Father, the Son and the Holy Ghost, undivided in essence and co-equal in power and glory.
 4. We believe that in the person of Jesus Christ the Divine and human natures are united, so that He is truly and properly God and truly and properly man.
 5. We believe that our first parents were created in a state of innocence, but by their disobedience they lost their purity and happiness, and that in consequence of their fall all men have become sinners, totally depraved, and as such are justly exposed to the wrath of God.
 6. We believe that the Lord Jesus Christ has by His suffering and death made an atonement for the whole world so that whosoever will may be saved.
 7. We believe that repentance towards God, faith in our Lord Jesus Christ, and regeneration by the Holy Spirit, are necessary to salvation.
 8. We believe that we are justified by grace through faith in our Lord Jesus Christ and that he that believeth hath the witness in himself.
 9. We believe that continuance in a state of salvation depends upon continued obedient faith in Christ.
 10. We believe that it is the privilege of all believers to be wholly sanctified, and that their whole spirit and soul and body may be preserved blameless unto the coming of our Lord Jesus Christ.
 11. We believe in the immortality of the soul; in the resurrection of the body; in the general judgment at the end of the world; in the eternal happiness of the righteous; and in the endless punishment of the wicked.
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APENDIX C

LEARNING STYLES & UNDERSTANDING CAMPERS





UNDERSTANDING THE CAMPERS

Section Overview

This section will help you think about who campers are and what your role will be when you are working with them at camp. You will learn some basics of child development so that you'll understand how children grow and how that influences the way you will work with them. This section will also help you understand the way campers learn best so that you can be an effective teacher when you work with them.

Section Goals

- Think about the way each camper is unique and valuable
- Understand that our main focus as camp staff members is to take care of the campers and actively work to create a fun and safe learning experience for them
- Understand how youth grow and develop and how they think, feel and act at different ages
- Discover the way campers learn through experience and understand the three basic learning styles

Lessons in this Section:

Lesson 1 **Who Are These Campers and What Is My Role?**

Lesson 2 **Child Development Basics**

Lesson 3 **Learning and Teaching Styles**

Lesson 1

Who are these campers and what is my role?

Campers are young people who are on a journey to discover who they are and where they fit in this world. Ultimately, we want each camper to develop a healthy self-concept and positive self-esteem. Regardless of their age, their family background, their gender or their race, all campers have basic developmental needs that must be met. In order for campers to ultimately feel good about themselves:

- Campers need to feel safe in their environment.
- Campers need to feel like they fit in and that they belong to a group of peers.
- Campers need to feel empowered and that they are good at something.
- Campers need freedom – freedom from being hurt and freedom to make choices.
- Campers need to experience fun and excitement.

When campers have these needs met, they tend to develop positive feelings about themselves or positive self-esteem. Some campers have these needs met in their home or school environments, but some campers do not. With all of the challenges kids face today, it can be really tough for youth to feel like these needs are being met. Camp is a great place for youth to try and meet these needs. That's why you're here!

Key Point: Our main job as camp staff members is to actively create a camping experience for every single camper that helps them meet their basic needs. In other words, our job is to do what we can to create a safe and fun place where campers can feel good about themselves.

How do we create this kind of place?

- We encourage campers to connect with one another and develop a sense of belonging.
- We work hard to create a space that offers every camper physical and emotional safety.
- We create experiences that teach important values and lessons.
- We encourage campers to learn how to do things for themselves.
- We help youth learn to solve problems when they experience them.
- We create experiences that allow youth to express themselves and be creative.
- We help campers learn to recognize their own feelings and the feelings of others.
- We work to build a strong trusting relationship between us and the campers.
- We have fun with campers.

Resources and Additional Reading:

- *Choice Theory in the Classroom* by William Glasser
- *Does Camp Enhance Self-Esteem* by Paul Mash (<http://www.acacamps.org/campmag/9911/does-campenhance-self-esteem>)
- *The Resilience Revolution* by Larry K. Brendtro and Scott J. Larson

Lesson 2

Child development basics

In the first lesson, we learned that all youth have needs that must be met in order for them to develop a healthy self-concept and positive self-esteem. In this section, we look more specifically at how children tend to think, feel and act at different ages.

From the time children are born, they begin their developmental journey. As they grow, children move through different stages of development. This growth occurs in four main areas:

- **Physical Growth**– this includes fine motor skills like holding a pencil or picking up coins and gross motor skills like running and jumping
- **Language Growth**– this includes growing a larger vocabulary and learning how to use language to interact with others
- **Cognitive Growth**– this includes the way the brain receives and processes information from the outside world. Skills include things like understanding cause and effect, being able to remember information, and mentally breaking tasks down into steps
- **Social Growth**– this includes learning how to form relationships with others in order to achieve a sense of belonging and acceptance

Growth in each of these areas moves along a continuum from simple to complex. Growth isn't always evenly paced, and youth develop at different speeds in these areas. What makes it even more complicated is that some youth will develop very quickly in one area but can lag behind in another. This is why children who are the same age can sometimes appear to be more or less mature than one another.

Growth and development are organized into what are called developmental milestones. Milestones help us understand what youth are capable of at various ages. The following chart represents some of the basic milestones you might notice when working with campers of different ages. It's not so important that you memorize each of these milestones but that you simply familiarize yourself with what to expect from youth at different ages. Understanding the differences between youth at different ages allows us set realistic expectations for their behavior and helps us understand effective ways to work with them.

SOCIAL DEVELOPMENTAL MILESTONES

6-8 (Children)	9-11 (Pre-Teens)	12-Adult (Adolescent)
Being with friends becomes increasingly important.	Begins to see authority figures as capable of making mistakes.	Prefer being with peers over being with adults.
Highly interested in creating and enforcing rules.	Growing desire for experiences away from home/caregivers.	Developing awareness of politics and systems.
Girls want to play with girls and boys want to play with boys.	Place a great deal of importance on rituals and secrets. They enjoy clubs.	Developing cognition of authority figures as fallible and searching for ideal solutions.
Strong desire to do things right.	New interest in competitive sports.	Articulation of one's self-concept is strongly influenced by the context. There is also more variety in their self-concept. ("The real me")
Beginning to see things from someone else's point of view.	May belittle or defy authority.	"To be, or not to be. Who should I be?"
Finds failure difficult to handle.	Development of same gender cliques.	Establishing trust in people and systems.
Finds security in organized groups of peers.	Growing sense of awareness that the world is a very large place with multiple cultures.	Learning responsibility and initiative.
Enjoys caring for younger children.	Growing awareness of physical size and appearance.	Establishing autonomy.
Frustrated when their efforts are ignored.		Feeling competent in the presence of others.

Relating Effectively with 6-8 year olds

- Talk about, help them form, and find ways to nurture friendships
- Encourage and allow them to create their own games with their own rules
- Encourage anything they do that looks like it took work or effort
- Be gentle with criticism

- Organize games, activities, and routines in terms of groups
- Provide crafts or opportunity to collect things that are real

Relating Effectively with 9-11 year olds

- Acknowledge and talk about your own mistakes when you make them
- Facilitate competitive games and sports but be available to debrief outcomes

- Seize any opportunity to help the youth engage in activities that are unique to their own interests or talents
- Engage in conversations about the future
- Find ways of creating rituals with regards to strengthening the bonds of friendship
- Consistently maintain established rules
- Consider maintaining same-gender groups in tasks and projects

Relating Effectively with 12 year olds and Up

- Identify and articulate ways of integrating the various traits and identities this age is starting to express
- Show appreciation, not frustration, for the expression of multiple ideas and solutions
- Articulate positive skills and abilities for females other than beauty, looks, and popularity
- Behave in a way that communicates personal predictability, trust, and warmth
- Help them set goals and facilitate their achievement of those goals
- Recognize their need to be with other adolescents - same and different gender

Key Point to Remember: It is important that these are typical milestones for children at different ages. There are many factors that impact development and behavior. These include a child's culture, life experiences, and specific medical and psychological challenges.

References and Additional Reading:

- *Yardsticks - 3rd Edition* by Chip Wood
- *American Camping Association - Developmental Milestones*
- *Social Development* by Rudolph Schaffer

Lesson 3

Learning and Teaching Styles

Now that you have had the chance to consider the various stages in which a child grows and develops, it's time to look at something else that might impact the way youth think and act at camp – their preferred learning style.

Camp is a place for learning. There are going to be many times at camp that you will be in a teaching role. Whether it's teaching a child how to swim or teaching a child where to take their tray in the dining room, you will frequently find yourself in a teaching role this summer. Learning new things is a great way to develop a sense of mastery and allows youth to feel like they have the ability to meet new challenges. Teaching youth new skills and then allowing them to do those skills on their own is a great way to help children feel good about themselves. In fact, this can be a very rewarding part of the job. You will need to know, however, that not all children learn new things in the same way. Many children tend to have a preferred learning style.

**"LEARNING
NEW THINGS
IS A GREAT
WAY TO
DEVELOP A
SENSE OF
MASTERY..."**



THE THREE BASIC LEARNING STYLES

1. TALKERS - AUDITORY LEARNERS

Characteristics:

- Receive the world through language – listening, speaking or reading
- Need to talk about things and ask lots of questions
- Prefer to receive instruction through verbal/written instructions

What to Look for:

- Ask lots of questions and might talk a lot
- Think out loud and talks to self
- Follow verbal instructions well
- Explains instructions to others
- Likes to tell and listen to stories
- Likes to be read to
- Enjoys drama and role playing opportunities
- Can be distracted by too much noise

Teaching Strategies:

- Telling or reading stories to them
- Explaining things or giving instructions verbally
- Allow them to explain things back to you
- Allow them to brainstorm ideas with others
- Use of music, songs, and singing
- Object lessons

2. WATCHERS - VISUAL LEARNERS

Characteristics:

- Receive the world through visual images and pictures
- Store pictures of things/actions in their brain
- Need to see demonstrations

What to Look for:

- Might close eyes or look away when talking or describing things
- Enjoys reading
- Enjoys art-based projects
- Finds verbal instructions difficult
- Observant of others and attentive to details
- Likes puzzles or visual games
- Needs to watch a demonstration before trying something

Teaching Strategies:

- Visual art projects
- Demonstrate how things are done and allow them to watch
- Use movies or videos
- Allow them to stand or sit where they can see what's happening
- Allow them to read
- Use resources with pictures
- Mime or charades
- Use of scrapbooks or memory books
- Photography
- Maps and visual aides

3. DOERS - KINESTHETIC LEARNERS

Characteristics:

- Receive the world through touch and body movement
- Active and move around a lot
- Need to get the feel of something by actually trying it out

What to Look for:

- Good body awareness, balance and coordination
- Touches or reaches for things while you are talking

- Fidgets or squirms in their seat – moves a lot
- Rhythmic movements
- Touches other people when talking to them
- Takes things apart and puts them back together
- Uses concrete objects or their hands to tell stories
- Likes physical rewards
- Tries things out physically until a solution is found
- Talks about the way things feel

Teaching Strategies:

- Allow physical trial and error
- Allow them to touch or hold equipment while explaining or teaching
- Teach in a sensory way – allowing youth to smell, taste or touch
- Build things
- Dancing
- Activities that use large muscle movement like running, jumping or bouncing
- Modeling clay or sculpture making
- Physical games

It is important to remember that not all campers will fit neatly into just one category and some campers will display characteristics of all three learning styles depending on the context. What is important is that you simply try and be alert to a camper's preferred learning style and seek to match it when teaching.

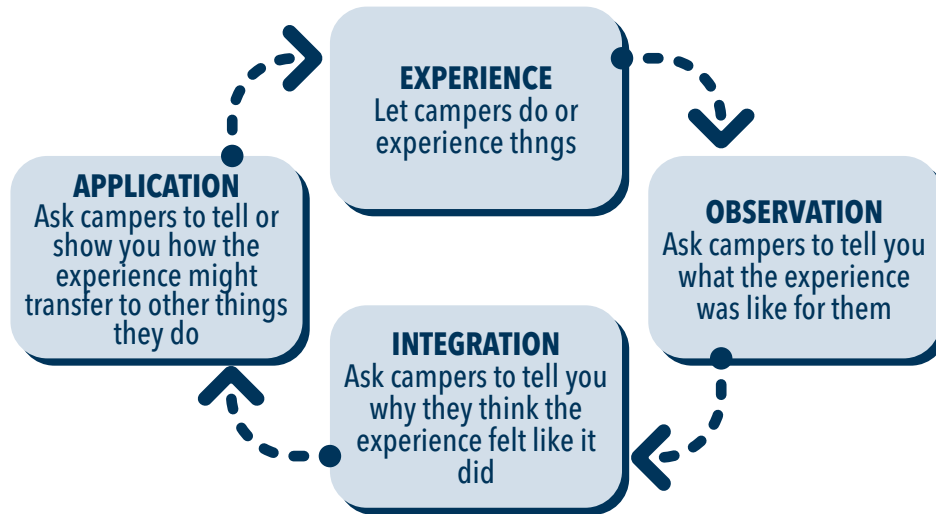
Key Point: Effective teachers go the extra step to make note of a camper's learning style and try to match that style when teaching a new skill/lesson.



Experiential Learning

Regardless of a camper's preferred learning style, children learn best by experiencing things. There is a Chinese proverb that says, "Tell me and I'll forget, show me and I may remember, involve me and I'll understand." This reminds us that children learn best by experiencing things. Children often report that their favorite teachers in school are teachers who let them do things, like activities and games. This tells us we need to work hard to facilitate experiences for children to learn things during their time at camp. Learning by doing or learning through our experiences is called experiential learning. The great thing about experiential learning is that it helps touch all kinds of preferred learning styles. Let's examine the experiential learning model in more detail.

EXPERIENTIAL LEARNING MODEL



By facilitating experiential learning with campers, we know that lessons and values aren't just learned by accident. This is how we ensure that we are making the camping experience a valuable one in their lives. Camp is full of learning experiences but it's important to talk about these with campers after they experience them to help the lessons sink in and make a lasting impression.

Tips for Facilitating Experiential Learning at Camp

- Give campers lot of opportunities to do things on their own
- Use lots of games and activities whenever possible
- Recognize that experiences can include anything and everything that happens at camp – not just planned activities. Never hesitate to talk with campers about how things are going for them at camp. You might be surprised to hear that campers are learning things from situations you least expect!

- After an activity (or even after a problematic situation), be sure to talk about what the experience was like. This can be done as an entire group in a circle or one-on-one with each camper in a casual conversation.
- Ask campers to share why they felt the way they did. For example, if a camper says that something was difficult, ask him/her why they thought that was the case.
- Encourage campers to think of a lesson they learned in the activity and how that lesson might apply to something else they do – at camp, at home or at school.
- Remember, helping campers put words to their experiences is a powerful teaching tool.

References and Additional Reading:

- *Talkers, Watchers, and Doers: Unlocking Your Child's Unique Learning Style* by Cheri Fuller
- *David A. Kolb's Experiential Learning Theory*

APENDIX D **BEHAVIOR** **MANAGEMENT**



UNDERSTANDING AND WORKING WITH CAMPER BEHAVIOR

Section Overview

Working with campers can be fun and rewarding. There are times, however, that campers behave in ways that can be very frustrating and challenging for even the most experienced camp staff member. This is a normal part of the camping experience. This section will help you understand some of the reasons that campers behave the way they do and help prepare you to deal with difficult behavior when it happens.

Section Goals

After completing this section, you will be able to:

- Understand the basic driving forces behind youth behavior
- Recognize the difference between acceptable and unacceptable behavior
- Understand the importance of building effective relationships with campers as one of the ways to prevent challenging behavior before it happens
- Apply a step-by-step approach to take in a situation involving challenging camper behavior

Lessons in this Section

Lesson 1 The Driving Forces Behind Camper Behavior

Lesson 2 The Difference Between Acceptable and Unacceptable Behavior

Lesson 3 Successful Leadership with Campers

Lesson 4 Approaching and Working with Difficult Camper Behavior

Lesson 1

The driving forces behind camper behavior

Before learning how to work with challenging camper behavior, it helps to think about some of the basic driving forces or reasons behind all youth behavior. You will learn that all behavior has a purpose. Hint: you might even notice how these behavioral driving forces relate to the basic developmental needs we examined in Section V.

The 5 Basic Behavioral Driving Forces

1. Physical or survival – like breathing, eating or sleeping
2. Freedom – freedom from pain or discomfort and freedom to make choices
3. Fun – the desire to feel excited and energized
4. Belonging – the desire to be noticed, to fit in and be accepted
5. Power – the desire to feel strong and effective

Almost all camper behavior, big or small, positive or negative, quiet or loud, can usually be traced back to one of these behavioral drives. In order to effectively work with challenging or difficult behavior (as we will discuss in the lessons ahead) it is important to play detective and try to seek out the reason for why campers do what they do. It's important to remember that these behavioral driving forces apply to both appropriate and inappropriate or challenging behavior.

Practice Tip: Start paying to attention to your own behavior, that of your peers, or that of youth you know or work with. See if you can match behaviors with one of these behavioral driving forces.

Lesson 2

The difference between acceptable & unacceptable behavior

- As you might recall from Lesson V, campers are not finished growing and maturing when they come to camp. This means that they are still learning how to do things like organize themselves, manage strong emotions, make good decisions and behave in an appropriate manner. This means that in most cases, challenging behavior is age appropriate and is simply a sign that a camper still has some maturing to do. In these cases, it is our job to support and encourage them as they learn. In other cases, however, behavior can be very inappropriate and disruptive to the camp experience for themselves or others.

Acceptable	Unacceptable
Behavior contributes to emotional and physical safety of the group	Behavior poses a threat to the physical or emotional safety of the group
Behavior shows respect to leaders, campers and camp property	Behavior is disrespectful to leaders, campers or camp property
Behavior allows others to participate fully in the camp experience or activity	Behavior interferes with others' opportunity to participate in the camp experience or activity

Key Point to Remember: We must address unacceptable behavior when it happens for the sake of the camper and those around him/her.

Lesson 3

Successful leadership with campers

- One of the most effective ways of preparing to work with camper behavior is by thinking ahead about the kind of relationship you will develop between you and the campers. Regardless of your position at camp, you are in a leadership position when it comes to working with campers. The kind of leadership you demonstrate with campers is very important. It will be the most important thing you will have at your disposal to work with challenging camper behavior this summer

THREE DIFFERENT LEADERSHIP STYLES

The Boss	The Social Butterfly	The True Leader
Leads by controlling	Focuses on trying to be likeable or social with campers	Warm, genuine and friendly
Demands must be met	Standoffish and doesn't get involved in camper situations	Physically and emotionally present for campers
Focuses on the final product (winning) and not the process (how you play)	No focus on camper growth and development	Provides direction and structure when needed
Little concern for camper feelings	Provides very little structure or redirection when needed	Focuses on outcome (trying to win) and process (how you play the game)
Seems disconnected or detached from campers	Can be seen as "aloof" or "distant"	Provides feedback, including praise and encouragement
Seen as "hard" or "mean"	Doesn't seem to be connected to any goal or outcome	Tries to make camping experience a place to help youth grow and develop a healthy self-concept

Things True Leaders Do When Relating to Campers

- Make the physical and emotional safety of campers their first priority
- Communicate well with campers
- Create a fun and energetic atmosphere
- Pay attention to and reward positive behavior
- Lead campers, NOT boss them around
- Focus on the campers' needs first
- Find ways to spend individual time with each camper
- Ask for help when they need it

True Leaders are Good Communicators

- Meet the camper where they are, like getting down on one knee to talk to young campers

- Make it your priority to learn every camper's name
- Always give your full attention when communicating with a camper
- Get to know each camper as an individual
- Make it your mission to learn as much as you can about each camper before they go home

Giving Directions to Campers

- Get camper's attention before you give instructions
- Be clear and concise
- Be specific
- Have them repeat instructions to you
- Be available for questions

Your Leadership Style

- **Personality** – Remember that being real is the most important part of good leadership with campers. All of us have an internal picture of the kind of leader we think we should or ought to be based on leaders from our past, leaders we see in popular culture, or even observations we make of peers who are strong leaders. Although these internal pictures can be good examples of effective leadership, don't force yourself to be something that you are not. Use your natural personality as the basis of the kind of leader you will become. Don't be afraid to be YOU.
- **Experience** – Some of you have a lot of leadership experience here at camp, at school, in extracurricular groups or at your home corps. Some of you don't have any experience at all and this is the first time you will be working in a leadership role with youth. Don't worry, strong leadership doesn't happen just by reading a camp staff manual. Strong leadership develops overtime as we learn through our mistakes and our successes. With hard work, patience and lots of practice, you will start to develop your own leadership style.
- **Attitude** – To be an effective leader with campers, you have to want to be an effective leader. Sure, leading campers can be challenging and exhausting. It is important, however, that you maintain a positive attitude and that you never forget what your role is – to provide a safe and fun learning experience for campers. Displaying a positive attitude with campers is one of the most important parts of being an effective leader.
- **Abilities** – All of us have unique talents, skills and character strengths. Because of this there will be certain camper situations that you will naturally be able to handle better than others. Don't be afraid to ask for help from other leaders who might have certain abilities or skills that you don't. Also, be willing to lend your special talents, skills and strengths to other camp staff who might need your help.

Key Point: Try to use these suggestions but be **YOU** – be genuine – be yourself.

Lesson 4

Approaching & working with difficult camper behavior

Possible Reasons that Children Misbehave

- Copying / mimicking
- Testing you and the relationship
- Behavior has been rewarded
- Bored or over-stimulated
- Self-protection
- Asserting independence
- Feeling bad about themselves

Situations that Can Lead to Challenging Behavior

- Missing Home
- Boredom
- "Baggage" brought to camp
- Insecurity
- Frustration
- Normal child development

The first rule for understanding and working with challenging camper behavior is: all behavior has a purpose. When you see challenging behavior, ask yourself, "what is this camper trying to tell me/others?"



**"CAMPERS
RESPOND
BETTER TO
POSITIVE
REINFORCEMENT..."**

What is Discipline

Establishing discipline at camp is an important part of our jobs. To many, the word "discipline" makes us think of all kinds of things - some good and some bad. Discipline should never be harsh or a way of getting back at campers for misbehaving. Discipline is an active approach to taking a camper's challenging behavior and using it as a teachable moment to help them learn a better way to handle a situation.

Effective Discipline Teaches

- Responsibility
- Reasonable Limits
- Safety
- Self-Control
- Values

Always remember – effective discipline is an art form and not an exact science. There is no single technique to use to stop challenging behavior. Camp staffers are hands-on artists, not dictators, tyrants, or police officers.

The most important rule of effective discipline is: campers respond better to positive reinforcement of good behavior than they do to punishment of bad behavior.

THE 3-STEP APPROACH TO WORKING WITH DIFFICULT CAMPER BEHAVIOR

1. Reinforce

Do your best to anticipate and prevent difficult behavior before it happens

- Explain (ask for) rules ahead of time
- Establish routines early in the week
- Watch for situations that are likely to generate misbehavior
- Learn from your experience
- Keep campers busy
- ACTIVELY BUILD THE RELATIONSHIP

Reinforcing acceptable behavior by establishing rules early

- Decide ahead of time which limits to set
- Only place limits on things that matter and when possible, place a maximum number of limits based on age: age 6 = 3 limits; ages 7-10 = 4 limits; ages 11-18 = 5 limits.
- Be reasonable
- Be clear
- Be consistent
- Set enforceable limits
- Involve youth in the rule-making process when appropriate

2. Respond

Approaching and responding to difficult behavior when it's happening

- **Stop**
 - o Stop what you/the group is doing so that you can focus on responding to the situation
 - o Set aside what you were doing
 - o If possible, ask another staff member to continue working with the group so that you can focus all of your attention on the situation

- **Look and Listen**

- o Try to take in as much information as possible. Remember, your goal is to try and figure out possible reasons for the behavior or problem situation
- o Watch the camper who is displaying the challenging behavior
- o Be sure to look at other things like how an activity is going or how other campers are behaving or reacting at that moment.
- o Think of problem situations as a crime scene in which you are trying to look for as many clues as possible to figure out the best way to respond

- **Act**

- o Be as calm as possible - avoid being impulsive or angry
- o Approach the camper and tell them to stop the behavior
- o Separate the camper from the event/activity if needed
- o Inform the camper of the line that is being crossed
- o Ask the youth to explain his/her side of the story by asking questions like, "What's Up?" "What's going on?" or "Help me understand what's happening."
- o Ask the youth to explain the consequence to you
- o Ask the youth for a better alternative or a different behavior they could use
- o Clearly state your expectations of what you would like to see from them moving forward

3. Redesign

Determining the need for, or applying consequences for serious and/or repeated behavioral challenges

- Have a sit down conversation with camper/group at a later time
- Avoid trying to talk with a camper and solve a problem when they are extremely emotional or over-stimulated

- Focus on the specific behavior or problem not the personality
- Talk with the camper further about the behavior to listen to their side of things
- Ask them to explain the rule/consequences
- If needed, apply consequences and explain the next steps
- Remember that there is never only one way of managing a challenging behavior (depending on camp policy) – ask the camper for their ideas about logical consequences and also what they think needs to happen in order to prevent the behavior from reoccurring

Tips for Applying Consequences

- Use consequences only as a last resort
- Never ridicule, shame or blame the child
- Use other staff members to help you
- Use logical/natural consequences
- Enforce time-outs from fun activities but never remove the entire activity

Key Point: Rely on other staff to help you. Successful camp staffers ask and use help when they need it.

Some Additional Thoughts

- Establish forgiveness as a routine policy
- Maintain boundaries and ensure fairness
- Share experiences and solutions with each other
- Validate staff members and offer support

Resources and Additional Reading:

- *The Resilience Revolution: Discovering Strengths in Challenging Kids* by Larry K. Brendtro and Scott J. Larson
- *Choice Theory in the Classroom* by William Glasser
- *Your Defiant Teen: 10 Steps to Resolve Conflict and Rebuild Your Relationship* by Russell Barkley
- *How to Reach and Teach Children with Challenging Behavior* by Kaye Otten



DOING
THE MOST
GOOD™