

**OPERATIONS GUIDE**

**II – SUMMER CAMP**

**Dwight Mission**

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## **II.1.A OUR PURPOSE**

The purpose of Dwight Mission is to provide experiences in Christian community in which individuals of all ages may grow in commitment to God and in the practice of the Christian life.

Mission Statement: Transforming lives through meaningful relationships in a sacred place.**II.2.A SUMMER PROGRAM GOALS**

- i. To provide transforming life experiences of Christian community.
- ii. To develop meaningful relationships that provide opportunities to grow physically, intellectually, emotionally, and spiritually.
- iii. To experience the effect of a Sacred Space and its impact on spiritual formation
- iv. To offer worship, Bible study, and prayer that supports these goals.

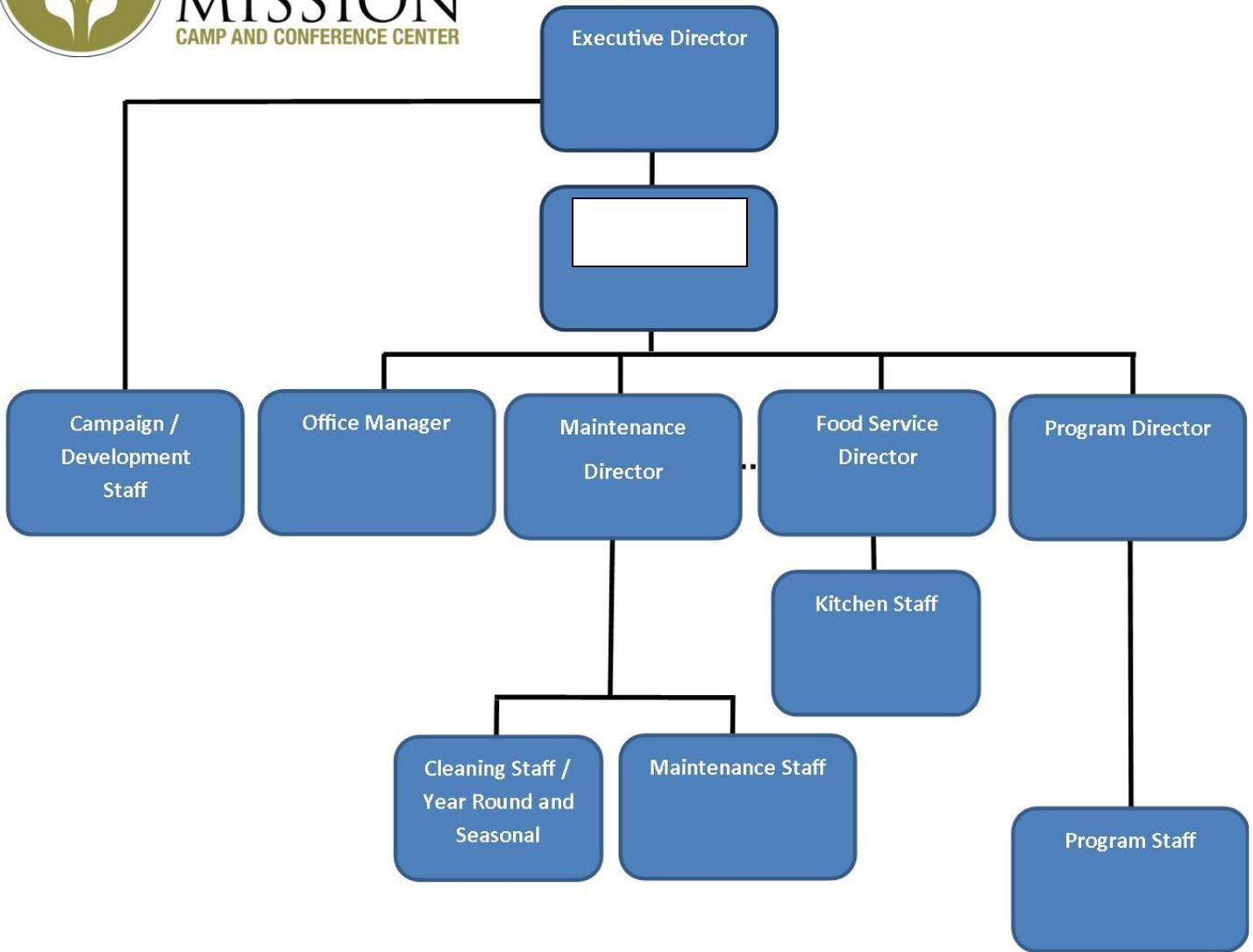
## II.3.A SUMMER SCHEDULE

II.4.A ACCOUNTABILITY CHART



DWIGHT  
MISSION  
CAMP AND CONFERENCE CENTER

Operations Organizational Chart



The above chart specifies the chain of accountability during summer camp offered by Dwight Mission.

Summer Camp Staff shall report any concerns related to the operations and/or safety of the Summer Camp Program or Camp Operations to their Supervisor.

If their supervisor is not available they shall report any concerns related to the operations and/or safety of the Summer Camp Program or Camp Operations to the Program Director.

If the Program Director is not available they shall report any concerns related to the operations and/or safety of the Summer Camp Program or Camp Operations to the Camp Operations Director.

Any concerns regarding policy violations, conflicts of interest, discrimination, harassment, abuse or unethical business practices shall be reported via the Camp Conduct Hotline: 888-994-4866

## **II.5.A PROGRAM STAFF ROLES**

### **The Role of the Summer Camp Director**

With the aid of the Program Director – plan and implement summer camp: coordinating leadership, evaluation and enabling staff in carrying out the daily program and activities as needed. This may include, but is not limited to: campfire activities, chapel/vespers services, outdoor meal preparation, singing, campouts, canoeing, swimming, arts and crafts, hiking, nature study, ropes/challenge course, Bible study, general discussions, etc.

### **The Role of the Lead Counselor**

With aid of the Program Director plan, lead and coordinate other staff, in carrying out the daily program and activities as needed. This may well include, but is not limited to: campfire activities, chapel/vesper services, outdoor meal preparation, singing, campouts, canoeing, swimming, arts and crafts, hiking, nature study, ropes/challenge course, Bible study, general discussions, etc.

### **The Role of the Counselor**

With the aid of the Lead Counselors, plan and lead the daily activities of the assigned small group of campers. This may well include, but is not limited to: campfire activities, chapel/vesper services, outdoor meal preparation, singing, campouts, canoeing, swimming, arts and crafts, hiking, nature study, ropes/challenge course, Bible study, general discussions, etc.

### **The Role of the Photographer Media Staff**

With aid of the Program Director plan, and coordinate the coverage of a wide verity of camp activities each week. This may well include, but is not limited to: photography, video recording, interviews, requisition materials / supplies, weekly video production and showing, etc.

### **The Role of the Aquatics Coordinator**

With the aid of the Maintenance Staff operate the pool and waterfront area in all its aspects. This may well include, but is not limited to: chemical and pump calibration, pool cleaning, opening and closing, inventory management, emergency drills, pool staff rotation, running swimming tests, leading rules and procedures with group, lifeguarding, equipment care, other camp duties as assigned, etc.

### **The Role of the Lifeguard**

With the aid of the Aquatics Director operate the pool and waterfront area in all its aspects. This may well include, but is not limited to: chemical and pump calibration, pool cleaning, opening and closing, inventory management, emergency drills, pool staff rotation, running swimming tests, leading rules and procedures with group, lifeguarding, equipment care, other camp duties as assigned, etc.

### **The Role of the Ropes/Challenge Course Facilitator**

With the aid of the Program Director, plan and lead the daily activities of the challenge course and all of its aspects. This may well include, but is not limited to: Clean, organize and maintain equipment, maintain accurate rope records, course walk troughs, lead course groups in high, low and initiative activities, other duties as assigned, etc.

### **The Role of the Kitchen Staff**

With the direction of the Food Service Director, learn and carryout food service and hospitably operations. This may well include, but is not limited to: Follow menus, prepare foods, salads, and desserts, stock facilities, do dishes, clean kitchen, and facilities, other duties as assigned, etc.

### **The Role of the Arts & Crafts Coordinator**

With the aid of the Program Director, plan and lead the daily activities in relation to Arts and Crafts. This may well include, but is not limited to: plan crafts, requisition materials/supplies, demonstrate projects, set up and take down of projects, inventory, other duties as assigned, etc.

### **The Role of the Health Care Administrator**

Coordinate all aspects of healthcare at Dwight Mission for summer program activities. This may well include, but is not limited to: health screening of all campers and staff, collection, cataloging, securing, and dispensing of medications and health forms, inventory control, restocking, ordering first aid supplies, maintain written records of all treatments, basic cleaning, etc.

### **The Role of the Canteen Manager**

With the aid of the Program Director, plan, prepare in advance and run operations of the canteen. This may well include, but is not limited to: inventory control, receiving money, account tracking, request materials/supplies, stocking, cleaning, set up and take down, other duties as, etc.

### **The Role of the Music Coordinator**

With the aid of the Program Director, plan and lead music programs as requested. This may well include, but is not limited to: campfire singing, chapel/vesper services, after meal singing, and graces for mealtimes, morning celebrations, and vesper planning sessions, daily practice, other duties as assigned, etc.

## II.5.B The Role of the Chaplain in Bible Studies, Vespers, and Nightly Worship

1. Chaplains assist with the opening night worship service in cooperation with the Program Director and Support Staff for the entire camp that introduces the theme of the week.
2. Chaplains prepare a Bible study for Summer Staff one day each week.
3. Chaplains will lead one Bible Study in each group of campers during the week. Many of our camp weeks include grades 3-9 at one time. Chaplains will need to plan for flexibility in Bible Studies to accommodate different age groups. Counselors will be available during Bible Study to assist the Chaplain as needed. Counselors are to be fully present in the chaplain-led Bible study, but not overbearing.
3. At Dwight Mission, a different group of campers plans and leads a 20-30 minute Vespers Service for the entire camp each night. Chaplains will be responsible for helping the group of campers plan and lead the evening vespers service each day. The chaplain will provide a general outline for the worship service and have the campers assist with the details. Usually the group leading vespers in the evening will be the same group for which the chaplain led Bible Study that day. Chaplains may utilize part of the Bible study time to help outline some worship ideas for the group. That same group will have an afternoon period for planning worship, which the chaplain will guide.

Campers should have the opportunity to be as creative as they wish in planning their worship. However, some groups will really get into this and some won't. Chaplains will come prepared to provide quite a bit of direction and input into this process. The chaplain's role will be to help the campers understand the message for that evening's worship as well as the different parts of a worship service. Chaplains may be asked to give a short message or be a part of the leadership for the service. Counselors and/or campers need to ask, however, before assuming that the Chaplain is comfortable with the role designed by the group for him or her. Vesper Services generally last about 20-30 minutes. Counselors are responsible for making sure campers have written parts, if needed, and know the order of worship.

4. Chaplains participate in staff devotions every day as an example for campers and counselors.
5. Chaplains attend staff meetings and provide a five minute reflection/devotion at two of the meetings. Chaplains provide spiritual direction and act as a resource for Summer Staff
6. **Chaplains have fun and participate in camp activities. Chaplains are a part of the community and are welcome to participate in all aspects of camp life. As part of the leadership team, chaplains are welcome to share any talents or gifts they possess such as storytelling, drama, music, etc., during the camp experience.**



## II.6.A THE DWIGHT ABSOLUTES

**There are seven *non-negotiable* absolutes at Dwight Mission:**

- i. No one is allowed to be inside the pool fence, in the swimming pool, or swimming or boating in the creek unless a Summer Staff Lifeguard is on duty.
- ii. No Summer Camp Staff or campers are allowed on or within the fenced boundaries of the railroad track and trestle.
- iii. No fireworks, weapons alcohol and/or controlled substances/drugs are allowed at Summer Camp.
- iv. Safety equipment and Fire suppression equipment are to be used only for putting out fires and for no other purpose.
- v. Do not mark, deface, or willfully destroy Dwight property, natural or man-made.
- vi. No one is allowed within the bounds of the challenge course without the knowledge, consent, and direct supervision of a certified challenge course instructor and with the knowledge and approval of either the Program Director or Camp Operations Director.
- vii. To show concern and respect for our brothers and sisters in Christ as well as all people that we may encounter during our time at Dwight.

## II.7 GENERAL SUMMER POLICIES

### II.7.A BED TIME AND LIGHTS OUT POLICIES

Staff is asked to adhere to the same lights out schedule as campers, with a maximum of 30 minutes additional time for reading, planning, praying, etc. Only **one** counselor from each dormitory may be gone after lights out for the purpose of making a phone call, retrieving laundry or organizing supplies for the next day, which *must* be coordinated with the Lead Counselor. Each counselor will sleep in a dorm room with his/her campers. This allows for better camper supervision. The counselors who have worked in this setting have discovered that it is some of the best time with their campers. Campers will sometimes say what they really feel and believe under the cover of darkness and the quiet of bedtime. This gives an opportunity to interact on a level that might never occur during small group time.

These are the age-appropriate bed times.

<u>Grade</u>	<u>In Dorms</u>	<u>Lights Out</u>
3rd-4th	9:00 p.m.	9:30 p.m.
5th-6th	9:30 p.m.	10:00 p.m.
7th-8th	10:00 p.m.	10:30 p.m.
9Th ++	10:30 p.m.	11:00 p.m.

## **II.7.A.i COUNSELOR RESPONSIBILITIES**

Counselors are to :

Ensure that all campers:

- participate in all camp activities, unless excused by the Medical Coordinator, Program Director or Camp Operations Director.
- are present at all meals.
- use rest time for rest.
- comply with "in the dorm" and "lights out" times.
- go to bed, stay in bed, and go to sleep.

Ensure that camper activities are in keeping with the purpose of Christian camping,

Confiscate all snacks, prohibited items and turn in all such items to the Program Director or Camp Operations Director.

Secure all prescription drugs, including over the counter, and turn in all such items to the Program Director or Camp Operations Director.

**II.7.A.ii CEMETERY**

Please respect the community cemetery. It is not a playground. Campers should not be in the cemetery unless an organized group activity is arranged as part of the camp schedule with the director and other staff.

### **II.7.A.iii RELATIONSHIPS WITH CAMPERS**

Staff shall make every reasonable effort to establish meaningful relationships with every camper. Staff shall divide their interest and time equitably among your campers. However, do not allow your campers to become overly dependent on you. Staff must keep their relationships with campers in proper perspective. No staff shall be with an individual camper alone.

#### **II.7.A.iv VEHICLES**

##### Safety Procedures –

- Vehicles are loaded only within the passenger seating limits established by the manufacturer,
- All persons wear seat belts when provided,
- All passengers must remain seated while the vehicle is moving,

## **II.7.A.vii**

### **VEHICLE SAFETY CHECKS**

Before a vehicle is used, a routine check must take place.

This check includes:

- Tires
- Lights
- Windshield and wiper condition
- Emergency Flashers
- Horn
- Brakes
- Mirror
- Fluid levels

•

**II.7.Aviii DRIVER REQUIREMENTS**

*All drivers must be approved by the Camp Operations Director*

Tagged vehicles requires age 21 and DL on file in office

Equipment (gator, mower, golf cart, etc) requires age 18 and DL on file in office

### **II.7.A.ix TRAINING FOR DRIVERS**

All drivers will receive training in:

- Backing up,
- Loading and unloading passengers at pick up and drop off points,
- Deal with vehicular breakdowns or passenger illness,
- Handling camper behavior,
- Location of campers during refueling is outside of the vehicle in a safe place, and
- Checking the vehicle prior to the transportation of persons.

## II.8.A SUMMER STAFF DISCIPLINE

Dwight Mission Summer Camp Staff are expected to conduct themselves appropriately at all times.

Summer Camp Staff are 'at will employees' and are subject to the Employment Guide. Specific Summer Camp Staff responsibilities may be defined in the Summer Program Guide.

Dwight Mission reserves the right to follow a progressive staff discipline policy or no policy when responding to inappropriate conduct of the Summer Camp Staff.

Summer Staff Discipline is determined by the Camp Operations Director. Appeals may be made to the Executive Director whose decision is final

When following the Progressive Discipline Policy Dwight Mission includes:

- Counseling
- Warning
- Suspension
- Termination

These disciplinary actions may be applied in any order or in no order at the sole discretion of Dwight Mission.

The following is a list of **possible** grounds for immediate dismissal.

**It is not exhaustive.**

- i. Drinking alcohol or using illegal drugs on Dwight Mission property, coming back to Dwight under the influence, or doing the same in the presence of campers or under age summer staff on or off site.
- ii. Failing to follow policy or procedures
- iv. Harassment, inappropriate sexual advances, physical or verbal threats and /or actions
- v. Allowing campers to be unsupervised
- vi. Possession of prohibited items

## II.9.A DWIGHT'S GOLDEN "GUIDELINES"

If you open it, close it.

If you turn it on, turn it off.

If you make a mess, clean it up.

If you unlock it, lock it up.

If you borrow it, return it. (Books, arts/crafts supplies, clothes, sports equipment)

If you move it, put it back.

If it belongs to someone else and you want to use it, get permission.

If you don't know how to operate it, leave it alone.

If it's none of your business, don't ask questions.

If it will tarnish someone's reputation, keep it to yourself.

If you start it, finish it.

If you're taking it from the canteen, pay for it.

If you brought a car, park it *before* the staff meeting.

If it starts at 8:00, be there at 7:55.

If you take a message, make sure the appropriate person gets it.

If you find a problem with something, be prepared to help come up with a solution.

## **II.10.A GENERAL EXPECTATIONS OF DWIGHT MISSION SUMMER STAFF:**

- i. That you will prepare yourself physically, mentally, emotionally, and spiritually for a challenging summer of dedication and commitment to this amazing responsibility and opportunity of helping youth and peers learn and grow in Christian faith and life.
- ii. That you will disentangle yourself from outside concerns, commitments, and interests while you are here in order that you may be able to give yourself completely to the camp experience.
- iii. That you will view the summer as an opportunity for your own nurture and growth in the Christian faith and life.
- iv. That you will be with the youth and children who attend camp as a friend, counselor, teacher, and responsible Christian adult.
- v. That your example will be one of high Christian ethical and moral character.
- vi. That your relationships with children, youth and fellow staff members will be open, honest, sensitive, and caring.

## **II.11.ABE HERE FOR THE CAMPERS**

- \* Your social life comes SECOND to that of time spent with the children.
- \* Always be the last in line, after your campers.
- \* Even if your friends are around, you are there to spend time with the campers.
- \* If there is an activity happening, it is your job is to make sure your campers are involved.
- \* If there is a game taking place, all campers should have opportunity to participate.
- If there is a contest, all campers should have opportunity to participate.
- \* Take care of personal business when 'off duty'.

## II.12 SAFETY

## **II.12.A      EMERGENCY PHONE NUMBERS**

### **Sheriff, Ambulance, Fire**

**911**

or 775-9155

### **Poison Control**

1 (800) 764-7661

### **Dr. Rick L. Robbins**

511 East Redwood

Sallisaw, OK 74955

Office: (918) 775-6259 or 9176

Home: (918) 775-4893 (DO NOT GIVE OUT)

### **Sequoyah Memorial Hospital**

213 East Redwood

Sallisaw, OK 74955

(918) 775-4483

### **Dr. Sullivan**

Cornerstone Clinic

200 N Thornton

Vian, OK 74962

(918)773-5228

### **Peter Newbury**

(918) 315-9191 cell

### **Dylan Brumley**

(405)926-7997

**Counselors are the most involved people in terms of providing a safe and enjoyable camp experience for all campers**

Dwight Mission has done everything possible to obtain as much medical information and history about our campers before they arrive at camp. However, we rely on you, the counselor, to make sure that the relevant information is put to good use, and that your campers have a safe environment at all times.

It is your responsibility to make sure that campers take their meds if they have any, that they are observing safety rules at the pool, the creek, on the Challenge Course, and in all activities. You are also responsible for making sure that the following Emergency and First Aid Procedures are observed and followed at all times.



## **II12.I EMOTIONAL SAFETY**

Much more goes into providing a safe place at camp than just physical safety. Emotional safety is another essential part of camp. Some campers may not understand what it means to be emotionally safe. Homes, schools and camps are all places that should be safe, but aren't always.

### **.i What does it mean to be emotionally safe?**

That question is better answered by considering what it means to be unsafe. Obviously, anyone who lives in fear of being hit or abused is unsafe. However, put-downs, rejections or unwanted nicknames can lead to feeling emotionally unsafe. Any time anyone feels devalued or worthless, that person is emotionally unsafe.

### **.ii What can I do as a staff member?**

As a staff member, YOU set the standard for your campers as to what is acceptable and what is not. Always be mindful of your behavior towards fellow staff members and campers. If YOU demonstrate that put-downs, nicknames and verbal abuses are unacceptable; your campers will have the opportunity to learn what it means to be valued, accepted and safe. Do not allow campers to say negative things about others or themselves. By letting campers know that YOU think they are important and special, you foster a safe environment where they can feel good about themselves.

## **II.12.J NONVIOLENCE IN THE CAMP COMMUNITY**

One definition of sin is “that damage done to us, from which we have not healed, that we do to others.” Nowhere is that self-perpetuating sinfulness more clear than in situations of violence, abuse, and bullying. Nowhere do we have a clearer call and greater opportunity to address the sin of cruelty than in the village that is the Christian camp community. As Christians, we know that the sin that separates us from one another also separates us from God.

In the wake of the tragedies across the nation, there is a new awareness of the causes and effects of bullying. How can the Christian camp community give everyone, especially each individual child and young adult, the tools to avoid becoming either a bully or a victim and become a constructive leader instead? Children need to develop three abilities to become nonviolent leaders: empathy, the ability to control impulsive behavior, and the ability to articulate their feelings.

## **II.12.K      EMPATHY**

Empathy, the compassion to understand someone else's situation and feelings, is central to Jesus' ministry on earth. Encourage empathy during Bible studies by asking questions about the characters in the biblical accounts. Word the questions to fit the situations you are studying.

- i.** How do you suppose he/she/they felt about what happened?
- ii.** What makes you think that?
- iii.** What did he/she/they do or say as a result of how he/she/they were feeling?
- iv.** How would you feel if that happened to you?
- v.** What would you do or say?

## **II.12.L        CONTROLLING IMPULSIVE BEHAVIOR**

Controlling impulsive behavior is best encouraged by the good examples found in camp counselors, chaperones, and other camp leaders. Camp leaders and campers together should establish group norms of behavior at the beginning of the camp experience. Games and language should always be nonviolent. Cruelty in any form is not allowed. (ie. Making fun, towel popping, ignoring)

## **II.12.M        ARTICULATING FEELINGS**

This vital ability does not come naturally to everyone, especially very young or shy people or people who experience language difficulties. Small children may have no verbal definition of the words 'peace' or 'conflict resolution', but they know that violence hurts and that anger can be destructive. Asking the "empathy" questions (above) will help everyone learn to articulate her or his own feelings. You may also wish to encourage campers to create stick figure drawings of situations and feelings or role-play situations. There are many ways to articulate feelings besides verbal expressions. Watch campers for body language that indicates hostility, withdrawal, or sadness.

## **II.12.N CONFLICT RESOLUTION**

Even in groups committed to nonviolence and peace, disagreements will arise. There needs to be a process for dealing with and addressing conflicts so that they do not develop into more serious problems. Counselors and staff need to be able to recognize when conflict is occurring, and step in to address the situation.

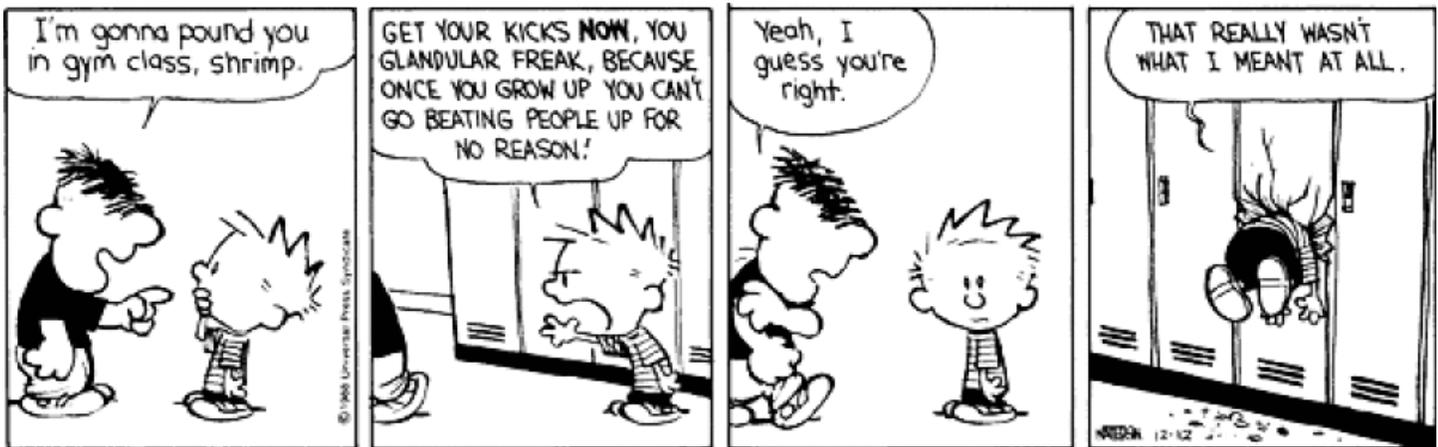
### **Steps for resolving conflict:**

- i. Those involved in a conflict come together and tell what happened from their side. Each person is given the uninterrupted opportunity to tell how they experienced the situation or event.
- ii. To speak, each person, including camp leaders, must wait until others have finished speaking and they themselves have permission from the mediator (counselor, staff supervisor, Program Director, etc.).
- iii. The mediator acts as the clarifier, making sure that everyone involved is understood.
- iv. After the problem has been stated from all points of view, the participants in the discussion are asked to give ideas on how the problem could be solved.
- v. The mediator restates the various alternatives but never dictates what to do or which option to take.
- vi. The mediator never directs anyone to say he or she is sorry or forces solutions on him or her.

## II.12.P PREVENTING CAMP BULLYING

When kids are at camp, the situation is very different than at home. They are in a new environment, with new people, and there are no parents or teachers around. You as counselors are the new authority figures, and you must remember that some kids will take advantage of the fact that you are not their normal authority figures.

- i. **Use the buddy system.** When campers aren't left alone, the likelihood of being targeted for bullying is lessened.
- ii. **Let them tattle.** allowing campers to tell you when something is wrong without worry of being labeled a 'tattletale' will encourage campers to come forward when they see something wrong.
- iii. **Only adults should be in charge.** Don't put campers in control of each other. There may be more dominant personalities in your group, or even campers you think are capable of leading. Even these campers can become bullies when given the opportunity.
- iv. **Have staff supervision at all times.** Campers should NEVER be left alone. Anywhere that there are campers, there should be counselors or staff. Make sure to maintain proper camper-to-counselor ratios.



## II.12.Q

### QUICK TIPS FOR COUNSELORS

#### The Bully Coach Guide to Spotting and Stopping Bullying at Your Camp

BULLYING is any intentional hurtful act, committed by one or more persons against another. Bullying occurs when there is an imbalance of power between a bully and a victim. The main types of bullying include:

**Physical** — punching, hitting, shoving, stealing personal things, or getting into someone's personal space when asked not to.

**Verbal** — name calling, hurtful teasing, taunting, unwanted nicknames, gossiping

**Relational** — exclusion, humiliation, blackmailing, manipulating friendships

Who are the “**bullies**”? Bullies are often smart, popular, well-liked, and have good social skills. They may look like leaders and be liked by counselors and other campers, but bullies lack empathy. The “**victims**” on the other hand show some vulnerability that makes them easy targets. As a counselor, you need to be aware of those kids that may be left out or have a difficult time fitting in or making friends.

As a **counselor**, your role is to be a **hero**! You need to discuss camper rules and role model the behavior that you ask them to follow. Let campers know that bullying is unacceptable and won't be tolerated. Do not play favorites with some campers since that would show them that it is okay to “exclude” others. Bullying usually occurs in places when counselors are not around, so it is important to make bullying a regular topic of discussion with your campers on a weekly basis at a minimum, so they know you take it seriously.

When a counselor observes bullying of any kind, they must intervene by stepping in and separating the children involved. **Support the victim**, and report any bullying behavior to your leadership team immediately. Teach your campers to be a real “caring” community and let you know when they see someone left out, teased, or upset by someone else. Teach campers the difference between **reporting**: getting kids out of danger and into safety and **tattling**: telling on others with the intent to get someone in trouble. When a camper reports that he or she is being picked on, support him or her and keep an eye on the situation.

When you **role model** to your campers that you want them to be heroes themselves and step in to help another camper or find a counselor when there is a bullying problem, you have done a great job! Campers follow your actions much more than they follow your words. Make camp a place where everyone feels valued by how you bring everyone together.

## **II.13 PROGRAMMING**

## **II.13.A        REGISTRATION**

- i. Support Staff will be greeting campers, helping them get registered, and moved in.
- ii. Counselors will be on the dorm porches to greet campers, show them to their room where they can pick a bed. Encourage the camper and their parents to set up there space. Counselors should help as needed or return to the dorm porch. Campers will also return to the dorm porch.
- iii. On the porch, campers will be doing crafts and games while they wait for others to arrive.

## II.13.BGROUP TIME

- i. Play a get to know you game
- ii. Come up with a group covenant
- iii. Come up with a group cheer (a silly way to introduce yourself).
- iv. Come up with a group name.
- v. Discuss what food they want to make at campout (use the cookout menu). DO NOT just choose one for them. This is a good opportunity for kids to learn about giving and taking and that they don't always get everything their way. Turn you menu into the box in the PO on Sunday Night.
- vi. Discuss with the kids what activities they want to do this week. Available activities include:
  - o Archery
  - o Canoeing/kayaking
  - o Cooking
  - o Campout (extra night)
  - o Crafts
  - o Labyrinth
  - o Prayer Trail
  - o Hiking
  - o Nature Study
  - o Swimming in the creek or pool
  - o Games such as, shaving cream wiffle ball, kickball, etc
  - o Water games
  - o Basketball
  - o Frisbee golf
  - o Initiative Games
  - o Low Ropes Course
  - o High Ropes Course
  - o Gaga Ball
  - o And anything else you can think of!
- .vii Create your sing-off list. Keep them camp appropriate. (This is a good time to send one counselor to the PO for scheduling)
- .viii Make sure that you give your kiddos the chance to get up and move every once in a while so they don't become bored! This is a prime time for homesickness.

### **II.13.C SCHEDULING**

- i. After discussing (not voting on) the week's activities during group time, one counselor from each group should go to the PO to scheduling.
- ii. You should have gotten your weekly schedule from The Program Director at staff meeting.
- iii. Sign your group up on the various sheets for activities. Make sure you write your groups schedule what you wrote on the master schedule.
- iv. Every group must have Bible Study time once a day. If your family is in charge of vespers, your Bible study and worship planning time will already be scheduled.
- v. Check with other groups who might want to do the same activity. (Maybe 2 groups both want to play shaving cream whiffle ball and you can play against each other, etc)
- vi. Give The Program Director a copy of your schedule before returning to your group.

## **II.13.D SING OFF**

- i.** Groups compete to see who can sing the most songs without repeating any songs.
- ii.** A support staff member will call out a group name. That group must stand up and immediately begin singing a song that hasn't been sung by another group. (This is where the song list comes in handy!)
- iii.** If a group sings a song that has already been sung, the other groups give them a polite and fun reminder.
- iv.** About 30 minutes in length

## **II.13.E      CAMPFIRES**

- i. All out door fires should be held in provided fire pits or fireplaces and kept relatively small in size.
- ii. At least 3 five gallon buckets of water, a rake, and a shovel should be at each fire.
- iii. When available, a working water hose should be available.
- iv. Campers of appropriate maturity can add wood to the fire or stir the fire with direct supervision.
- v. The fire should only be stirred with a shovel or rake.
- vi. No campers inside the rock circle.
- vii. Fire should be put out according to the following:
  - o Begin by using a bucket of water to splash the campfire. This is to prevent steam burns and an abundance of smoke.
  - o After the fire is mostly out, pour the remainder of the bucket of water on the fire.
  - o Use the shovel and rake to stir the fire, insuring that there are no spots that are glowing or steaming excessively.
  - o Use the other buckets of water as necessary. You should more than likely be using two full buckets of water.

## **II.13.F ROPE COURSE**

- i. Low elements in main camp should only be utilized and instructed by trained staff members. Campers should not be allowed to “play” on the elements.
- ii. The high course is available for youth that are approximately going to the 6<sup>th</sup> grade and above. A minimum of 2 high ropes trained staff members are required. Check with the Program Director if you have 1 or 2 5<sup>th</sup> graders but would like to use the course.
- iii. Helmets and harnesses will be worn by all staff and campers while on the high course.
- iv. Schedule these activities on Sunday night during scheduling time.
- v. Staff members should not preform specialized duties outside their realm of training.
- vi. Groups will bring either breakfast or lunch when doing the high course.

## **II.13.G ARCHERY**

### **General**

1. 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 signing up for archery.
2. A ratio of one qualified instructor for each 10 participants shall be maintained. Instructors must have thorough knowledge of safety practices, equipment use and technique. During family camp, adults must attend archery with any camper under the age of 9.
3. Staff will be instructed during pre-camp in the areas of safety procedures and teaching techniques. The trainer will observe counselors to verify knowledge and skill in teaching and supervising; knowledge of safety practices, equipment use and maintenance, and technique.
4. Archery facilities are to be used only during daylight hours.
5. There will be bows and arrows suitable for campers entering 3rd-12th grades.
6. The staff is responsible to check equipment before use. Broken arrows or bows should be taken to camp office immediately following the activity. Broken equipment may not be given to campers as souvenirs.
7. First aid kit is located in the Archery Shed. Please notify the health care supervisor when supplies are used so they may be replaced.
8. After arriving at archery range, explanation of safety rules, and demonstration of equipment must be completed. (But make it fun)
9. The instructor is responsible to supervise campers using the archery equipment, carefully monitoring the performance of each camper until competency is demonstrated.

### **II.13.G.i SAFETY CONSIDERATIONS**

- Maximum of eight (8) shooters at a time, based on our current set up.
- Archery equipment must be stored in the Archery Shed and locked when not in use. Make sure your equipment looks like the picture in the shed when put away..
- Don't use broken/cracked arrows. Always check arrows, especially if they have hit the ground.
- Campers waiting a turn to shoot must wait behind the back yellow safety line.
- In case of accident; remain calm, take command, and give clear instructions. Follow staff manual *Emergency Procedures*. Send two people to Walkingstick to activate the emergency system.

## II.13.G.ii SAFETY RULES

- **Never** point a bow and arrow at a person, even when not drawn.
- Arrows are not picked up until "Knock" command is given.
- Never shoot your arrow until the "fire when ready" command is given.
- Never draw the string without an arrow, overdrawing can occur and break the bow.
- When aiming arrow, keep tip pointed toward the target. Shoot only at target, **never** at anything else (trees, animals, etc.). Never shoot an arrow straight up into the air! One never knows exactly where that arrow will fall.
- After completing round, campers place bow next to the quiver and step back behind line to wait for others to finish and command to "retrieve arrows."

## II.13.G.iii DEMONSTRATION OF EQUIPMENT

- Correct stance
  - straddle shooting line
  - shooter's body squared off to the target
  
- 2. Terms describing arrows
  - odd-colored feather is called the index feather
  - two matching feathers are called the fletching feathers
  - the open slot end is called the knock
  
- 3. How to knock arrows
  - use three middle fingers, one above the knock, two below
  - do not pinch the arrow, hold gently between fingers, slight pulling tension on the string.
  
- 5. Aim and shoot
  - pull back with even pressure to the corner of your smile
  - release by letting the string roll off the fingers while the arm continues to move beside the ear in a flowing manner
  
- 6. Removing arrows
  - hold the target flat close to the arrow with one hand
  - pull gently, twisting slowly to remove arrows

**II.13.G.iv INSTRUCTOR COMMANDS:**

- “archers, approach and straddle the shooting line”
- “archers, pick up your bows”
- “archers, knock an arrow”
- “archers, fire when ready” -- shoot arrows. Campers put bow next to quiver when finished.
- “bows down”
- "archers, walk and retrieve arrows" – campers get arrows after all have finished.

## **II.13.HMORNING CELEBRATION**

- Begins with gathering music, same song everyday
- Energizers
- Theme verse for the day
- Prayers for the day

## **II.13.I ALL CAMP GAMES**

### **i. Mission Impossible**

- Teams- Boys with girl counselors, girls with boy counselors
- Everyone needs a bandana or sock tucked into their shorts in the back
- The objective is for each team to find 3 missions (usually papers in envelopes that say sing ABCs, etc) on the other side and complete them as a team.
- If someone is in the other team's territory they risk getting their sock or bandana stolen and getting put in jail.
- Jails are the dorm porches. One counselor should be a jail keeper and only keep each person for around 2-3 minutes. Participants should carry their socks over their heads to return to their own side.
- The boundaries are the circle road and the dining hall.
- The dividing line between the two teams is the sidewalk from the admin building to Sage hall.
- FOR STAFF KNOWLEDGE ONLY: 2 missions will be hidden on each side while the rules are being given in the dining hall. The 3<sup>rd</sup> mission will be held onto by a counselor and discretely put out when it is near time to end the game. It should work so that both teams find the last mission and nearly the exact same time.

### **ii. Night Crawlers**

- Counselors hide with glow sticks in within the designated area.
- Campers with their assigned group hunt for the counselors getting their signature as they find them.
- Someone could be lurking who gets to take away signatures or give penalties if they catch a group.
- Once a group finds all the counselors, they report back to the bell.
- When the bell rings, the game is over and everyone returns to the bell or other designated area.

## II.13.J LABYRINTH

The labyrinth is a model or metaphor for life. The Christian life is often described as a pilgrimage or journey with God, a journey in which we can grow closer in relationship with God, and in turn, closer to others.

In life, as in the labyrinth, we don't know where the path will take us. We don't foresee the twists and turns that the future holds, but we know that the path will eventually arrive at the center, God. Sometimes the path leads inward toward the ultimate goal, only to lead outward again. We meet others along the path—some we meet face-to-face stepping aside to let them pass; some catch up to us and pass us from behind; others we pass along the way. At the center we rest, watch others, pray. Sometimes we stay at the center a long time; other times we leave quickly.

Ways to use the labyrinth:

- Ask God a question upon entering and then listen for an answer.
- For example: Ask God what he wants to tell you and listen for an answer.
- Pray for yourself on the way in, stop to experience God's love in the center, and pray for others on the way out (or vice versa).
- Recite the Lord's Prayer as you walk. (Instead, you may recite some familiar scripture. Repeat it as you walk.)
- As you move toward the center of the labyrinth, focus on letting go of distractions or worries that keep you from God. In the center, spend time reflecting on your relationship with God. Be aware of God's presence. Then, as you leave spend time giving thanks and praising God for all that he has done.
- As you move toward the center of the labyrinth, focus on letting go of distractions or worries that keep you from God. In the center, spend time reflecting on your relationship with God. Be aware of God's presence. Then, you will sense the need to move out into the world again. As you leave, walk with Jesus back into the places of ordinary life.

### **II.13.KDWIGHT CAMPOUTS**

Each small group will camp out one night during the week's session (Tuesday, Wednesday, or Thursday) at the various campsites around camp. Each group will cook their dinner meal over an open fire. Counselors are responsible for guiding the campers through the mealtime and cleanup procedures, always modeling the desired behavior. Only in cases of emergency should a counselor leave the camp out area, and then only if another counselor is with the campers.

**II.13.K.i PREPARATION - PLANNING FOR FOOD**

Notify Program Director Sunday night of your group's meal choice. You can find the order form in the PO box. (Remember to notify them of any special needs of the campers as well, i.e. allergic to certain flavor of punch drink, certain food dyes, etc)

## II.13.K.ii PREPARATION - PLANNING FOR ACTIVITIES

The campout begins before dinner and ends after breakfast the next day. Counselors are responsible for planning activities for the campers during this time. You can do your day's Bible Study as a vespers. Remember that there will be no other evening activities for the whole camp, so you may want to have some idea for your group. In the morning, you must clean the campsite, have morning watch, and eat breakfast.

Here are some suggestions for other Activities:

- Singing - invite a non-counselor with music skills

- Night Hike/Trust Walk

- Walk to the gravel bar and look for friendship rocks

- Parachute Games

- Nature Study (Program Director has some great resources)

- Trust Activities (Program Director has some great resources)

- Camp Fire Story Telling (Program Director has a great book)

  - No scary/ghost stories!!!

- Other games

If your group wants to do something with another group, remember to coordinate activities BEFORE you leave camp! As you plan, remember to think through details, gather supplies and communicate with the rest of the staff in a timely manner! (i.e. lifeguards, counselors)

### **II.13.K.iii    PACKING**

- You will get dirty, wear appropriate clothing, closed-toe shoes, etc.
- Each camper needs to take: pillow, sleeping bag, flashlight, insect repellent, closed-toe shoes, Bible, Morning Watch book, pencil
- Camper may want to take: swimming suit, towel, toothbrush, change of clothing
- Watch the weather and pack accordingly
- Have everyone pack their stuff in small bags or backpacks
- Each person will carry personal belongings to campout site
- Remind the campers to pack light.
- Food supplies will be delivered by non-counseling staff.
- One counselor from each group will be responsible for going to the kitchen and packing up the groups food.

#### **II.13.K.iv COOKOUT SUPPLIES**

- Non-counseling staff should drop off the following items at each campsite (items may vary depending on what meal has been chosen):
  - Shovel
  - rake
  - Chuck box (Dutch oven if needed)
  
  - Drink cooler
  - 3 buckets of clean water
  - Food

## **II.13.K.v GUIDELINES FOR COOKING**

- Must be organized
- Counselors share responsibility
- Campers do the work, counselors supervise! (great group builder)
- Everyone participates
- Teach new skills... make it a learning experience!
- You have one meal to cook, make sure everyone shares duties
- Watch for safety of campers... especially around fire and when you're distracted!

## **II.13.K.vi JOBS CAMPERS CAN DO**

- Fire tenders
- Cooks for main dish, side dish, dessert (this means cutting things, wrapping things, stirring, pouring, the whole nine yards)
- Cooks helper (gets all the ingredients and dishes for the cook)
- Make the drink
- Decorate the table
- Prepare dish water
- Wash dishes
- Put dishes away
- Prepare for a later activity

## **II.13.K.vii            GUIDELINES FOR COOKING OVER A FIRE**

- Fires should only be made in existing fire scars.
- Do not sit within 3 feet of the fire. If needing to “sit,” place one knee on the ground and have the other leg in squatting position to allow for a quick getaway.
- Campers should always have a counselor with them at the fire.
- Do not allow campers to poke the fire with sticks or take sticks out of the fire. Use the rake or shovel to move wood and coals that are in the fire.
- Do not wear nylon within the 3 feet of the fire.
- Burn only appropriate wood. Do not put or allow river reeds in the fire.
- Do not make an extremely large fire.
- Do not use gasoline or other chemicals to start the fire.
- Build the fire early so that it can burn down to coals needed for cooking
- Stay outside the fire ring.

### **II.13.K.viii      FOIL PACKET COOKING**

- Food is sealed in tin foil packets and placed in coals for cooking
- Make sure foil is sealed (if any openings are present, they will open up in the heat of the fire)
- May help to coat inside of foil with butter/margarine
- The flatter the packet, the faster it will cook (e.g. balls of ground beef will end up burned on the outside and raw in the center—flatten beef into a patty instead)
- Place packets in coals (may cover with coals as well)
- Use care removing packets from coals (hot!); once out of coals, foil will cool fairly quickly, but exercise extreme caution with campers opening packets
- Packets can be thrown away when finished

## II.13.K.ix DUTCH OVEN COOKING

- A classic form of camp cooking, the Dutch ovens used at Dwight Mission are cast iron (heavy!) pots with lids and wire handles. Food is placed in the oven (either directly into it or in another pan placed inside the oven). The oven is then placed in the coals and additional coals are placed on top of the lid. Cast iron conducts heat quickly and retains it for long periods.
- Line ovens with foil if possible to make clean-up easier.
- Only counselors should move a Dutch oven (they are heavy!)
- Follow recipes for best results
- Never, and I repeat, **NEVER** allow cast iron to sit in water or allow water to stand in or on it. It will rust despite a good coating.
- Never use soap on cast iron. The soap will get into the pores of the metal and won't come out very easy, but will return to taint your next meal, though. If soap is used accidentally, the oven should be put through the pre-treatment procedure, including removal of the present coating.
- Do not place an empty cast iron pan or oven over a hot fire. Aluminum and many other metals can tolerate it, but cast iron will crack or warp, ruining it.
- Do not get in a hurry to heat cast iron; you will end up with burnt food or a damaged oven.
- Never put cold liquid into a very hot cast iron pan or oven. They will crack immediately!
- NEVER place the Dutch oven in open flame, coals only

## **II.13.K.x CLEAN UP WEDNESDAY NIGHT**

### **Three Bucket Method**

Using the 3 metal buckets with water in them

- Bucket 1- Warm over the fire and add dish washing soap,
- Bucket 2- Clean rinse water. Can be warm or cold
- Bucket 3- Add 1 capful of bleach per gallon of water. Fill the dunk bags with personal dishes and dunk in the bleach water.
- Air dry dishes by hanging those dishes in the dunk bags on the dish line. Large dishes such as pots and pans can be air dried on picnic tables, wiped to finish drying, and put away until dark.

## **II.13.K.xi DUTCH OVENS**

- Scrape the dutch ovens out as much as possible.
- If it is just greasy, simply wipe out with a paper towel.
- If something is burnt on the bottom, add water to cover the area. Place on the fire to loosen. While on the fire, scrape debris loose. Pour water out.
- Any wet dutch oven, should be dried over the fire.
- Once cool, use a paper towel to smoother the dutch oven with Crisco.
- Store in a dry place.

### **II.13.K.xii PUTTING OUT THE CAMPFIRE**

- All fires should be put out before going to bed
- Begin by using Bucket 1 (the wash water), to splash the campfire. This is to prevent steam burns and an abundance of smoke.
- After the fire is mostly out, pour the remainder of the bucket of water on the fire.
- Use the shovel and rake to stir the fire, insuring that there are no spots that are glowing or steaming excessively.
- Use the other buckets of water as necessary. You should more than likely be using two full buckets of water.

### **II.13.K.xiii SLEEPING ARRANGEMENTS**

- Each camp out area has platforms to sleep on. If available, campers may also sleep on tarps or parachutes. However, males and females (this includes campers and counselors alike) may not sleep next to one another. Male counselors stay with their boys and female counselors stay with their girls.
- Remember that this may be a scary experience! Stay away from scary stories or spooky activities.
- Set and coordinate guidelines for bedtime with all staff present

**II.13.K.xiv TO DO BEFORE GOING TO SLEEP**

Make sure the nurse administers medicine to campers requiring medicine

Cover and store all edible food

Pack any items that need to stay clean and dry (plan for rain!)

Close trash bag to keep the dogs (and other animals) out – hang in a tree

Pray as a group (or on each platform)

Make sure the fire is out and smothered with water!

**II.13.K.xv IN THE MORNING**

Wake Up!!! It is acceptable to sleep in. Have morning watch time and breakfast at your campsite.

## II.13.K.xvi **PACKING UP**

- Repack chuck box
- Leave dishes in bags hanging unless you are the last group of the week.
- Police the area for trash
- Pour out all extra water and ice, including that in the food cooler.
- Gather the buckets, igloos, trash, and food coolers at pick up spot
- Put *everything* back where you found it!
- ALWAYS leave the campsite better than you found it.

### **II.13.K.xvii BACK AT CAMP**

- Trailer/Truck will be parked by Ping-Pong Shelter
- Unload food/kitchen items before doing anything else
- Take all useable food items to back door, throw away any cold items that were opened and not used.
- Leave all empty and clean coolers drying on the sidewalk in front of Sage Hall.
- Take trash to the dumpster
- Report any problems in writing to the program office immediately
- Do not leave your mess for some else to clean.

### **II.13.L CANOEING/KAYAKING**

Each small group will have the opportunity to canoe or kayak on Sallisaw Creek. During the early part of the summer when the water is high, small groups may arrange with the Program Director to take a longer canoe trip down the Sallisaw Creek during a morning or an afternoon, providing there is a lifeguard available. (SEE THE SECTION ON AQUATICS SECTIONS FOR MORE INFORMATION)

## **II.13.M COOKING**

- i. Cooking is a fun activity to do while at camp. It can be done in Oxley or at a campfire location. Here are some things to think about:
- ii. Plan your cooking activity on Sunday Night during scheduling
- iii. Order ingredients on the cooking order form in the PO
- iv. Please no more than one cooking activity in addition to campout
- v. Always have your kiddos clean up after themselves. Counselors need to check that cleaning is done properly.
- vi. Make sure to turn off all heat sources or put out your fire according to the campfire procedures.
- vii. Take out the trash if it might get smelly or if it is full.

## **II.13.N CRAFTS**

Arts & Crafts will be led by the counselors unless support staff is available that week.

- Sign up for crafts during Sunday night Scheduling. You must choose which craft project you want to do at this time.
- If possible, send 1 counselor from your family to setup 10 minutes before your craft time.
- Each project will have its own tub of “specialty” supplies. Please return all supplies to the tub.
- Some supplies are generic for lots of crafts such as scissors, crayons, etc. Please return these items to the shelf where they belong.
- Let the Program Director know immediately if we need more of a supply. There may be another group needing to use that supply that day!
- Clean-up after your group. That means put all supplies away, put projects on the drying racks or take them with you, sweep, and wipe of tables as necessary.
- If you borrow supplies for Bible Study time, bring them back as soon as you are done!
- It is your responsibility to help campers gather up their projects from the week and pack them so that the camper can take them home.

### **II.13.O MORNING WATCH**

- Each camper will receive a camper's booklet, which contains personal morning devotions.
- Campers and counselors should find their own space in the common area between the dining hall, dorms, and the roads. During this time, there is no talking unless campers are asking question of counselors such as where is this passage.
- Counselors should help their younger campers find the passage and page for the day before beginning quiet time.
- All staff will attend staff devotions at the sports gazebo at this time.
- Morning Watch should also be a part of the campout schedule.

### **II.13.PNATURE STUDY**

- Spend some time getting to know the natural surroundings of Dwight Mission.
- See the nature study book for a list of suggested activities.

## **II.13.Q SWIMMING**

- During the first few hours of camp, each Cabin Group will have an assigned time for pool orientation and a short swim.
- Each group will be assigned a swim time each afternoon. Additional swim times may be scheduled during Sunday night scheduling.
- Swimming at the creek will only be allowed when Dwight's certified lifeguards are on duty. Life jackets will be worn at all times while in the creek or on the dock.
- SEE THE AQUATICS SECTION

### **II.13.R WORKSHOPS**

Counselors may be asked to offer their talents and skills for mini courses for another small group. Each new staff brings a new variety of offerings for different courses such as teaching sports, skills, hobbies, special interests, occupational talks, etc. A little advanced thought will help you to decide what mini courses you would enjoy sharing with other groups.

## **II.13.S GAGA BALL**

- i. To start toss the ball in the air. Say ga-ga-ball, it bounces three times while saying this. Then the game starts. If it gets stuck in the mud, just start.
- ii. You are allowed to use your hands to hit the ball.
- iii. If the ball hits you anywhere below the waist, you are out.
- iv. If you hit the ball outside the pit you are out.
- v. You are only allowed to hit the ball once until touches the wall or another person.
- vi. When you get down to two people, you are allowed to hit the ball 5 times in a row.
- vii. Last one standing wins. Call a draw if the last two people are taking too long.

## **II.14 AQUATICS**

### **II.14.A Creek Rules**

- i.** Follow all of instructions given by the lifeguards. When a lifeguard blows their whistle stop, look and listen for directions. The Lifeguards are the authority at the creek.
- ii.** A lifejacket must be worn properly at all times when on the dock, in a boat, or in the creek.
- iii.** Use your walking feet
- iv.** Remain within sight of the dock at all times.
- v.** Shoes with backs are required to swim in the creek.
- vi.** No Horseplay while in or near the creek.
- vii.** Feet first entry only. No flips or twists.

## **II.14.B CREEK - GENERAL INFO FOR STAFF**

- i.** A Radio must be accessible at the creek at all times.
- ii.** 1 lifeguard to every 25 participants or fraction thereof and 1 watcher to every 25 participants. or fraction thereof, 1 of which is over 18.
- iii.** Lifeguard should have a tube buoy and keep their full attention on participants, actively scanning, and ready to help.
- iv.** Every group should be oriented to the rules for participating in creek activities.
- v.** When staff is in the water, they must have the appropriate number of lifeguards and watchers on duty.

## **II.14.C CANOEING/KAYAKING**

- i.** All participants must properly wear a lifejacket. This includes counselors, lifeguards in boats, and off duty lifeguards. Lifejacket sizes are located on the back piece on the interior. For quick reference, two straps on the lifejacket are for patrons under 90 pounds and three straps on the lifejackets are for patrons over 90 pounds. When properly fitted and adjusted, life jackets will not touch the ears of the participant when pulled up on.
- ii.** All participants must remain within sight of the dock. Do not go past the tree laying down to the south.
- iii.** Do your best to avoid collisions with other canoes/kayaks.
- iv.** Enter the boat properly.
  - make sure the boat is being held by a person on the dock:
  - Sit on the dock and place both feet in the boat.
  - Place paddle in the boat or on the dock.
  - Slowly begin to slide into the boat while holding gunwales (the edge of the boat).
  - Move to the seat by walking along the middle of the boat and holding onto the gunwales.
  - Get your paddle
- v.** Exit the boat:
  - Make sure the boat is being held by a person on the dock
  - Place your paddle on the dock
  - Walk along the middle of the boat holding onto the gunwales if necessary to get to the dock.
  - Place your hands on the dock.
  - Place a knee on the dock.
  - Get out of the boat
  - Get paddle and leave the dock
- vi.** Remain seated at all times.
- vii.** Choose a paddle that when touching the ground reaches between your shoulder and chin. Yellow paddles should be used by those less than 90 pounds only as the shaft will bend in half when stronger people use them. Demonstrate how to paddle forward, backward, stop, and turn.

- viii.** Campers remain off of the dock until your group is called.
- ix.** Show campers how to self-rescue if they capsize or get swamped.
- x.** Lifeguards are responsible for handing out and putting away lifejackets when they are in the shed. Please be sure to put everything back where it goes.
- xi.** When transporting the canoes from the rack to the creek and visa versa, please carry them. Canoes can be carried above your heads or at hip level. Please do not drag the canoes. At the end of canoeing, please lock the canoes by threading the chain through the eye holes on each canoe and locking them with the pad lock.
- xii.** Rescue throw bag should be on the dock.
- xiii.** Canoe trips require a lifeguard ratio of 1:10 with a minimum of 1 additional adult. 1 of these must be over 21.
- xiv.** Canoes and Kayaks should be inspected yearly during staff training. If problems, arise with a canoe, please remove the canoe from service and report to the Associate Director of Program immediately.

#### **II.14.D SWIMMING AT THE CREEK**

- i. All participants must properly wear a lifejacket. This includes counselors and off duty lifeguards. See above for fitting instructions.
- ii. All participants must remain within sight of the dock. Do not go past the tree laying down to the south.
- iii. Feet first entry off the dock only. Flips and twists are not permitted while jumping off the dock.
- iv. Please walk on the dock. This includes jumping entrances (i.e. no running and jumping).
- v. Shoes with backs are *required* in order to swim in the creek. This could be an additional pair of sneakers, Chaco's (or other similar sandal), or flip flops duct taped to camper(s) feet.
- vi. The Rapids:
  - o If enough campers wish to visit the rapids AND there is an available lifeguard who is willing to supervise the event, a group of campers may visit the Rapids.
  - o All participants must properly wear a lifejacket. This includes counselors and off duty lifeguards.
  - o The group must enter and exit the Rapids through the trail path. Campers may neither swim to the Rapids from the swimming location nor may they swim from the swimming area to the Rapids.

## **II.14.E FISHING**

- i.** A lifeguard must be present in order for fishing to use the dock.
- ii.** All participants on the dock must properly wear a lifejacket. This includes counselors and off duty lifeguards.
- iii.** If available, fishers on shore should wear lifejackets.
- iv.** Campers should be encouraged to bait their own hooks and unhook their own fish. If they decline this opportunity, a counselor or off duty lifeguard may assist them in these tasks. Bait is corn and can be found in the canteen refrigerator.
- v.** Carry the fishing pole by holding the rod in one hand and the string close to the hook in the other. Walk while carrying the fishing pole.
- vi.** Be aware of where your hook is at all times.
- vii.** Try to remain at least an arm's reach away from the nearest person while fishing.
- viii.** Refrain from throwing items such as rocks, branches, etc. in the water as it scares the fish and may be dangerous to other participants.
- ix.** In the event that a hook becomes caught on a branch/root, first clear the surrounding area of patrons, then proceed with caution to dislodge the hook from the branch/root.
- x.** In the event of an animal other than a fish (AKA Snake, turtle) is hooked, do not attempt to dislodge the hook or touch the animal. Instead, cut the line and release the animal without putting anybody into unnecessary danger.

### **Oklahoma Fishing Licenses:**

#### **ARE NOT REQUIRED IF:**

- **Residents under 16 years old.**
- **Nonresidents under 14 years old.**
- **Resident owners or tenants, their spouses, parents, grandparents, children and their spouses, grandchildren and their spouses who fish in private ponds on land owned or leased by such owner or tenant.**

## **II.14.F MULTIPLE ACTIVITIES AT THE SAME TIME**

- i. There is the possibility to have more than one event occurring at the same time.
- ii. Fishing and Canoeing/Kayaking
  - a. The dock will be closed to fishers during loading and unloading times.
  - b. Canoers/kayakers should avoid fishing areas.
  - c. All other rules pertaining to Fishing and Canoeing/Kayaking apply.
  - d. Fishers use north of the dock, canoers use south side of dock
- iii. Fishing and Swimming
  - a. The dock will be closed to fishers in order to allow for swimmers to freely enter and exit the water.
  - b. Swimmers should avoid fishing areas.
  - c. All other rules pertaining to Fishing and Swimming apply.
  - d. Fishers use the north side, swimmers the south side of dock or the rapids
- iv. Swimming and Canoeing/Kayaking
  - a. Canoers/kayakers enter the water first. After all canoes/kayaks have entered the water and have reached a safe distance from the dock, swimmers may begin to enter the water.
  - b. Canoers and Kayakers must remain south of the dock (away from the Rapids). Swimmers must remain north of the dock (toward the Rapids).
  - c. When it comes time to leave, swimmers exit the water first. After all swimmers have safely exited the water, canoers/kayakers may begin to approach the dock and proceed to exit.
  - d. All other rules pertaining to Swimming and Canoeing/Kayaking apply

## **II.14.A POOL RULES**

- a.i. Please leave food, gum, and drinks outside.
- a.ii. Please shower before entering the pool. Turn the showers off when finished.
- a.iii. Please protect yourself wear sunscreen, walk in the pool area, and dive only in the deep end.
- a.iv. Please respect others by refraining from pushing, playing tough, dunking, or splashing others if they ask you to stop and please stay off others head and neck.
- a.v. If there is someone on the diving board, please patiently wait your turn.
- a.vi. You may swim in the deep end only when the diving board is closed.
- a.vii. Respect the directions of the lifeguards at all times they are here for your safety.
- a.viii. The drain at the bottom of the pool must be clearly visible. If the drain is obscured by cloudy water, the pool is closed.
- a.ix. No Pets in the Pool Area
- a.x. Enjoy the pool.

## **AIRBNB AND RESIDENT CAMP STAFF – POOL RULES**

- i. NO LIFEGUARD ON DUTY
- ii. SWIM AT YOUR OWN RISK
- iii. POOL FOR USE BY REGISTERED GUESTS ONLY
- iv. CHILDREN UNDER 18 MUST BE ACCOMPANIED BY AN ADULT
- v. NO DIVING OR JUMPING
- vi. NO RUNNING OR HORSEPLAY IN POOL AREA
- vii. NO GLASS CONTAINERS IN POOL AREA
- viii. NO PETS IN THE POOL AREA
- ix. ADULTS SHOULD NOT SWIM ALONE

## **II.14.J POOL - GENERAL INFO FOR STAFF**

- I.** A Radio must be accessible at the pool at all times
- II.** 1 lifeguard to every 25 participants or fraction thereof and 1 watcher to every 25 participants or fraction thereof, 1 of which is over 18
- III.** Lifeguard should have a tube buoy and keep their full attention on participants, actively scanning , and ready to help
- IV.** Every group should be oriented to the rules for participating in pool activities.
- V.** When staff are in the water, they must have the appropriate number of lifeguards and watchers on duty.
- VI.** The drain at the bottom of the drain must be clearly visible. If the drain is obscured by cloudy water, the pool is closed.

## **II.14.L WATCHERS**

- i. Watchers are staff or lifeguards (who are not being counted in the lifeguard ratio) who are trained in basic water assists.
- ii. There must be one watcher on duty for every 25 people in the water. This is in addition to the lifeguards on duty.
- iii. Watchers are responsible for the routine non rescue tasks such as monitoring the safety board, allowing kids to go to the bathroom, helping kids with goggles, lifejackets, etc.
- iv. Watchers need to recognize that the lifeguards on duty and the Aquatics Director are the authority at the pool.
- v. Watchers may be needed to assist with rescue procedures so they should be familiar with rescue procedures, the location of rescue equipment, and how to call for assistance.
- vi. While people are in the water, watchers should be scanning the water and surrounding area for potential dangers. If danger is spotted they should take action if the situation is within their realm of training. If not, they should alert the lifeguard to take action.

## **II.15 LOGISTICS**

**II.15.A MAINTENANCE PROCEDURES (FORMS ARE NOW ON-LINE)**

On-line go to [www.dwightmission.org](http://www.dwightmission.org). Click on guest services. Submit a maintenance form.

## **II.15.B DINING HALL - KITCHEN RESPONSIBILITIES**

- i. Be in the kitchen only when necessary (or invited – within reason). When preparing something (like snacks) move to the dining room if possible.
- ii. Show the utmost respect for all those working in the kitchen.
- iii. Kitchen equipment (except dishes) is not to be used by program staff unless directed. The microwave oven may be used to heat food on the weekend. All other electric equipment may not be used by anyone except trained personnel.
- iv. When using kitchen facilities, leave everything clean and tidy. This is especially important during and after camp-out preparation. Dishes used in the evening (for a specific reason) or on the weekend are to be rinsed and left in a rack ready for the dishwasher.
- v. Help yourself only to food that has been left for the staff on the clearly marked shelf in the reach-in fridge.
- vi. Be willing to help the cooks out when needed (if counseling, please be sure this does not interfere with your duties as counselor. If it will interfere, find someone else to help the cooks if possible—if not, they will find someone else). Note: Kitchen staff are required to have a food handler's permit. If you do not have a food handler's permit, your help in the kitchen will be limited to non-food prep activities.
- vii. Make sure that the campers at your table clear their dishes as soon as they are finished eating and that nothing is left on your table (and it is washed) when the meal is over.
- viii. Please let the kitchen supervisor know if you have a camper who has food allergies or has special needs at the beginning of the week.
- ix. If you enjoy the food, let the cooks know—they work really hard, too.
- x. When working in the kitchen, all staff should wear shirts with sleeves, closed toed shoes, and have their hair pulled back.

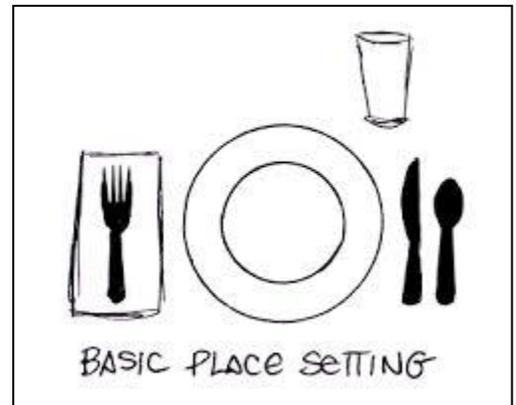
## II.15.C MEAL TIME

### Set-up

One family will be assigned to set-up every meal for one day.

Each place setting should be set with the following according to the diagram below:

- 1 fork for each person
- 1 knife for each person
- 1 spoon for each person
- 1 napkin for each person
- On each table, there should be:
  - 9 glasses stacked
  - 1 pitcher of water
  - 1 pitcher of kool-aid
- Be sure that the napkin holder, salt, and pepper are full.
- Plates should not be placed on the table. Each camper will get their own plate when they enter the buffet line.



#### **II.15.D DURING THE MEAL**

- Groups will sit together at one of their color tables. Each table must have a counselor at it.
- Counselors should start the meal by pouring each person at their table a cup of water.
- Staff and campers may have a cup of kool-aid after they have drank a full glass of water.
- Strongly encourage everyone at your table to drink at least one full cup of water.
- Counselors should encourage campers to have appropriate conversations.
- Encourage polite manners such as “Can you please pass the salt?,” keeping their napkin in their lap, and keeping their elbows off the table. (Do not be the manner nazi. Keep it fun!)
- Toward the end of the meal a cart with plates of desserts will come out of the kitchen. One staff member from each table should get the plate. Pass the plate around the table to the right, allowing each person to get 1 dessert. Dessert should be put on the dinner plate.
- Support staff should sit in empty chairs at group tables before creating a staff table.

#### **II.15.E CLEAN-UP**

- Campers should bus their own plates as they finish, then return to the table until campers are dismissed.
- Three campers and 1 counselor from each family should stay and do the following:
  - Clear the table of all dishes, pitchers, trash, etc. Kool-aid and juice pitchers should be taken to the cart.
  - Wipe the table and chairs with the appropriate rag
  - Sweep under the table and the surrounding areas
- Campers without a clean-up job and extra staff should head to Barto after Breakfast and Dinner and to Oxley after lunch to wait for their group.
- If spills occurs during the meal, the counselor at the table should clean it up with a mop.

## II.15.F OTHER TIMES

### *Water Bottles*

- When refilling water bottles, remove the grate in the ice machine to allow water bottles to go under the spigot.
- Pick up all ice of the floor to prevent damage to the wood floors.
- If your water bottle needs washed, please ask the cooks nicely to run it through the dishwasher during meal clean-up times.

### *Activities in the Dining Hall*

- Art activities may be done in the Defriend room if necessary and only if the art room is occupied. However, no paint or glitter.
- Clean-up after your group.
- The group must leave 30 minutes before the meal if dining will occur in the room you are using.
- May not take place during meal clean-up

**II.15.G DAILY KAPERS - DINING HALL SET-UP**

- i. One group will do dining hall set-up all day long. Check your schedule for your day.
- ii. Described above in dining hall

## **II.15.H DAILY KAPERS - DORM BATHROOMS**

- i. Done in the morning after Morning Watch
- ii. Sweep
- iii. Clean mirrors with blue cleaner
- iv. Clean sinks and counters with green cleaner
- v. Scrub toilets with green cleaner
- vi. Clean Showers
- vii. Rinse hair/soap/etc from the walls and floors
- viii. Clean out the drain with paper towels
- ix. Spray with green cleaner all over, including the shower curtain
- x. Empty trash cans (reuse the liner if it isn't gross)
- xi. Restock toilet paper (2 on the back of the toilet, one on each roll) and paper towels if needed.
- xii. Mop on Wednesday and Saturday (store mop, head up in the back stairwell to dry)
- xiii. Do as needed
- xiv. Refill soap dispensers
- xv. Empty stairwell trash cans
- xvi. Extra stock can be found in the lead counselors room
- xvii. Each bathroom should have:
- xviii. Green disinfectant cleaner
- xix. Blue mirror cleaner
- xx. Trash can liners
- xxi. Scrub brush
- xxii. Plunger
- xxiii. Toilet scrubber

## **II.15.I DAILY KAPERS - DINING HALL BATHROOMS**

- i.** Cleaning supplies are in the closet in the girl's bathroom.
- ii.** Sweep
- iii.** Clean counters and mirrors with blue spray
- iv.** Take the trash out including the little trash cans in the girl's bathroom, reline cans as needed.
- v.** Wipe down all toilets with green spray and scrub the inside with the toilet scrubber.
- vi.** Restock the paper towels if needed. Key is in the kitchen.
- vii.** Restock the toilet paper making sure there are two rolls in the dispenser and two rolls on the back of the toilet.
- viii.** Report stopped up toilets.
- ix.** Mop of Wednesday and Saturday and as needed.

**II.15.J DAILY KAPERS - TRASH PATROL**

- i. Patrol the main area of camp for trash focusing on the ping pong shelter and canteen.
- ii. Make sure all the trash is in the trash cans, take full trash bags to the dumpsters, and replace trash can liners as needed.

**II.15.K SATURDAY KAPERS - DORMS**

- i.** Groups should empty and sweep their own bedrooms and empty their trash into the stairwell trash cans.
- ii.** Clean the bathrooms according to the daily kaper instructions, but also spray the showers with the foaming cleanser.
- iii.** Vacuum the hallways
- iv.** Sweep the day room. Mop if necessary.
- v.** Sweep the stairwells.

## **II.15.L SATURDAY KAPERS - DINING HALL AND DEFRIEND ROOM**

- i.** Stack tables and chairs
- ii.** Sweep and mop

**II.15.M SATURDAY KAPERS - DINING HALL BATHROOMS**

- i. As described in daily kapers, being sure to mop.

**II.15.N SATURDAY KAPERS - PING PONG SHELTER**

- ii.** Sweep
- iii.** Empty trash cans and reline
- iv.** Empty ash from fire pit

**II.15.O SATURDAY KAPERS - BARTO**

- i. Sweep and put away the chairs

**II.15.P SATURDAY KAPERS - MAIN CAMP**

- i.** pick up trash

**II.15.Q SATURDAY KAPERS - ART ROOM**

- ii.** Swept
- iii.** Straightened
- iv.** Old Art projects removed

**II.15.R SATURDAY KAPERS - LAUNDRY ROOM**

- i.** Swept
- ii.** Trash emptied
- iii.** Machines Empty
- iv.** Any used linens washed, dried, and put away

**II.15.S SATURDAY KAPERS - PROGRAM OFFICE**

- i.** Straightened
- ii.** Trash cans emptied
- iii.** Swept

**II.15.T SATURDAY KAPERS - OXLEY**

- i.** Dishes done and put away
- ii.** Kitchen clean
  - a. Counters wiped down
  - b. Swept
  - c. mopped
- iii.** Bathrooms clean according to dining hall instructions
- iv.** Floor vacuumed
- v.** Trash taken out and relined

**These duties if not done well the first time by the groups, will then be redone by the staff. So, get your groups to do it right the first time and you won't lose your valuable weekend time!**

**II.16 SMALL GROUP  
DEVELOPMENT**

## II.16.A FIVE STEPS TO BUILDING COMMUNITY

### i. **Bond Building**

Break cliques and barriers

Establish trust

Group activities that help realize an individual's role in the group

### ii. **Opening Up**

Sharing non-threatening aspects of life

Group must be genuinely interested in each other and in building community

Caution: without interest, there is no trust

### iii. **Affirming**

Realizing/Acknowledging group acceptance

"Warm and Fuzzy" . . . feel loved!

Suggestions: use first names

Paul recognizes this . . . I Thes. 5:11

### iv. **Stretching**

Trials: We all experience them (James 1:2)

Bare the burdens of others (Galatians 6:2)

Most show love during the stretching experiences (not just words)

Create a comfortable environment: unconditional love

Vulnerability

Growth

### v. **Deeper Sharing and Goal Setting**

Inner feelings exposed

Group support, sincerity

### iv. **Other Suggestions:**

Always "read" the group and react accordingly

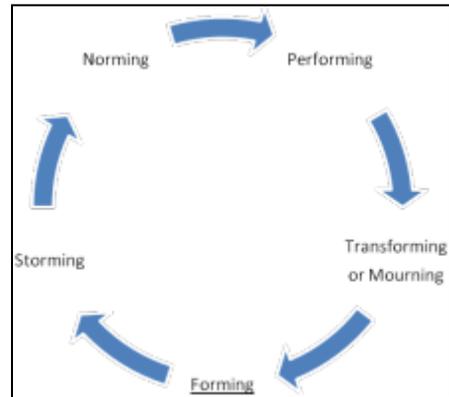
Always search for teachable moments

Personal reflections:

- How do we do accomplish these steps genuinely?
- How do we encourage this to happen?
- What do we do when it seems that this isn't happening?

## II.16.B

## STAGES OF GROUP DEVELOPMENT



## **II.16.C FORMING**

**This stage occurs at the beginning of group formation, or when there is a change or transition in group, such as members leaving or new members coming in.**

- What did you experience when meeting other staff members you didn't know?
- How are you still experiencing this?

### **Issues**

- Inclusion and Trust
- Low Level of Performance

### **Typical Activities**

- Orientation
- Create Structure
- Define Goals, Direction and Roles
- Define Tasks and Requisite Skills

## **II.16.D        STORMING**

**This stage occurs after the initial meeting stage of a group. Usually, this is where conflicts begin to arise after the “honeymoon period”, when everyone is trying to be on their best behavior and impress people.**

- What “conflicts” normally take place as you begin doing your assigned team tasks?
- What “conflicts” normally occur when a small group/team meets for the first time?

### **Issues**

- Power
- Control

### **Typical Activities**

- Developing Skills
- Redefining Goals, Roles, and Tasks
- Learning To Work Together
- Removing Emotional Blocks
- Arguing Among Team Members
- Negative Feelings Often Disrupt Team Functioning

## **II.16.E        NORMING**

**During this stage there is typically a resolution of some sort. The issues that arose during the 'storming' phase have been addressed, all group members feel more comfortable with their roles in the group, and issues and conflicts are being dealt with properly.**

- What happens if this stage never occurs?
- Can a team or group function properly if this stage never occurs?

### **Issues**

- Leader relinquishing power & control
- Continuing to confront conflict and disagreement

### **Typical Activities**

- Deepening skills & understandings
- Increasing productivity
- Sharing opinions and skills
- Critical, constructive evaluation
- Examination of team functioning

## **II.16.F PERFORMING**

**This stage occurs once issues have been dealt with, there is a process for addressing conflict in a healthy and constructive way, and once the group has solidified into it's 'permanent' shape. This stage is, ideally, where a group spends the majority of it's existence.**

- What does it feel like to be part of a high performing team?
- What happens on the team?
- What are signs that a group has moved into this stage?

### **Issues**

- Group Think

### **Typical Activities**

- Primary focus on task achievement
- Interpersonal and group issues surfaced and dealt with immediately and directly
- Inquiry and exploration valued
- Continue to deepen knowledge and skills
- High level of performance
- Efficient use of time

## **II.16.G TRANSFORMING/MOURNING**

**This stage occurs when there is a transition, whether it is the end of the week of camp, the end of summer, when members leave the group or when new members enter.**

- What are the feelings of team members when a “high performing team” breaks up?
- How can we anticipate this stage and deal with it appropriately?

### **Issues**

- Sending off team members
- Welcoming newcomers to team
- Blaming newcomer for problems

### **Tasks Typically Done During Stage**

- Morale begins to slip
- Productivity is variable

## **II.16.H      WHAT IS GROUP THINK?**

When the desire for agreement and being part of the team overrides the motivation to logically and realistically evaluate action plans.

It occurs when:

- i.** Team Members have the illusion that the group is invulnerable.
- ii.** The Team engages in collective efforts to rationalize and discount negative information.
- iii.** There is a tendency to ignore ethical or moral consequences of the group decision.
- iv.** The group develops stereotyped views of other groups
- v.** Pressure develops to change the views of deviant members.
- vi.** The group shares an illusion of having no conflict within itself.
- vii.** "Mind guards" develop who guard the group from information not in accord with group consensus.

## II.17.A LEADERSHIP CHARACTERISTICS

### A leader . . .

- i. Teaches safety and stops an activity that gets out of control
- ii. Sets limits fairly and consistently; does not deviate from camp policy
- iii. Supervises AND participates in all programs
- iv. Establishes clear answers; does not make promises; acknowledges a person's feelings
- v. Shows consistent managing of all group members; shows no favorites
- vi. Maintains a professional attitude: "This is a real job!!"
- vii. Actively leads the group at all times
- viii. Is prompt and organized
- ix. Knows each day's program plans
- x. Waits for quiet attention before speaking
- xi. Uses close contact to give directions; walks directly up to the child
- xii. Has a sense of humor and maintains a calm perspective
- xiii. Does not punish by withdrawing affection; corrects a child's behavior in private and encourages in public.

*"You are the adult: **BELIEVE IT!!** So often, leadership depends on maturity. In life there is an appropriate time and place for everything. Maturity is the ability to discern this appropriate time and place to do (or not do) and act upon it.*

A time to talk and a time to listen  
A time to play and a time to study  
A time to be awake and a time to sleep  
A time to be a support and a time to lean on a friend  
A time to move and a time to sit still  
A time to run and a time to walk  
A time to laugh and a time to be serious  
A time to be together and a time to be alone  
A time to celebrate together and a time to say good-bye

***"To everything there is a season, a time for every purpose under heaven."  
Ecclesiastes 3:1***

## **II.17.B POTENTIAL HAZARDS OF LEADERSHIP**

- i. Becoming egotistical; thinking that you know everything; thinking that you are always right.
- ii. Becoming too interested in popularity; putting popularity above your responsibilities as a leader
- iii. Loving power more than people
- iv. Using people for your ends, not for their benefit; not taking others' feelings or skills into account when making decisions
- v. Failing to concentrate; scattering talents/getting spread too thin; not delegating responsibility to others
- vi. Failing to listen to advice of experience and concerns of others who may know more than you
- vii. Finding it difficult to follow
- viii. Avoiding those you consider inferior
- ix. Losing friendships or the purpose of what you set out to accomplish

## **II.17.C THE PURPOSE OF SMALL GROUPS?**

- i. Personal** -- to help youth from different areas get to know one another
- ii. Educational** -- to help youth reflect on the what is being taught
- iii. Spiritual** -- to help youth talk about and explore their faith

## II.17.D WHAT ARE THE RESPONSIBILITIES OF A SMALL GROUP LEADER?

- i.* Be prepared.
- ii.* Help participants get to know each other's names and one another better.
- iii.* Encourage learning.
- iv.* Be inclusive - provide opportunities for all the participants to share their thoughts and feelings.
- v.* Keep things emotionally and physically safe.
- vi.* Be vulnerable - be willing to share yourself or no one else will share.
- vii.* Keep discussion and events moving.
- viii.* Ask lots of questions.
- ix.* **Be a good listener.**
- x.* Help youth understand importance of confidentiality.
- xi.* Be enthusiastic and encourage participation.
- xii.* Be patient

## II.17.E TIPS FOR LEADING DISCUSSION

- i. Sit in a circle with everyone at eye level.
- ii. When calling on someone to share, call them by name.
- iii. Provide the opportunity for everyone to share without forcing anyone.
- iv. Avoid taking sides (or even revealing your opinion), especially early in a discussion. Share in the conversation, but don't dominate it.
- v. Get the group to see you as a facilitator and not as the supreme authority.
- vi. Keep any one individual from monopolizing or controlling the discussion.
- vii. Know when to cut off a discussion.
- viii. Don't be afraid of silence. If you ask a question, they may need to think.
- ix. Avoid leaving them with easy answers that don't relate to their world.
- x. Don't resolve every issue that comes up. People learn more by discovering their own answers.
- xi. Ask for someone to summarize, making sure that participants can leave with some concrete understanding of what was talked about.

## II.17.F ENCOURAGING LEARNING

i. **Reflection:** *"How did you feel?"*

- a. How do you feel about what the speaker said or did?
- b. How do you feel about this scripture?
- c. What stood out to you?

ii. **Interpretation:** *"What does this mean to you?"*

- a. Ask youth to identify a message or principle from the speaker or experience.
- b. Ask questions to encourage self-discovery.
- c. Remind them that there are no 'wrong' answers about what something means to them.

iii. **Application:** *"What will you do about it?"*

- a. What will you create with this new information?
- b. How can I make this a part of my life and use it?
- c. Ask the youth how they'll change, what they'll do as a result of what they have learned.

## **II.18 Counseling 101: BE THE BEST COUNSELOR YOU CAN BE**

### ***II.18.A GETTING OFF TO A GOOD START.***

- i. First impressions are crucial.
- ii. Stay intentionally near your campers during the first few hours of camp.
- iii. Talk with excitement about the camp activities.
- iv. Some campers will have many questions. Answer all questions as best you can.
- v. Be patient with campers who have questions. They may just be nervous and need some reassurance.
- vi. Enter into the spirit of fun and begin to establish a feeling of camaraderie with them.

**II.18.B ENCOURAGE FRIENDSHIPS.**

- i. Be with your campers.
- ii. Get to know your campers, what they are interested in, and enjoy their company.
- iii. Use the "in-between" minutes to chat informally with campers.
- iv. Make a habit of doing interesting things with your campers, but not for them.
- v. Show your appreciation of campers by sympathetically listening to problems, even those which may seem trivial to you; smiling often and speaking praise.

### **II.18.C ESTABLISHING AUTHORITY.**

- i. When interpreting "rules", be sure campers realize restrictions are in place because you care.
- ii. In case a camper oversteps bounds, try to handle the problem without seeking higher authority, except in extremely serious cases.
- iii. Often a private talk will help you to understand how the camper can best be helped.
- iv. Find out the reason behind the behavior. Always ask yourself why a camper might be behaving in a certain way.
- v. Review Rules. Rules are non-negotiable items with specific consequences.
- vi. Let them know that they are expected to treat the facility as they found it.
- vii. Tell campers you expect them to behave in a way that is safe for them and others – both physically and emotionally.
- viii. Reinforce positive behavior by telling the camper you're proud of him or her. Don't reward behavior you want to disappear. Don't overreact. Distinguish between an incident and a pattern. If it's just an incident, don't ignore it, but take it easy. If it's part of a pattern, maybe you're not overreacting.
- ix. Intervene. Be an active member of the group. Don't make the mistake of not intervening when it is appropriate.

#### **11.18.D DETECTING NEEDS.**

- i. Address expectations. Ask campers from the beginning what they expect from camp, what they are looking forward to, what they are worried about.
- ii. Sometimes counselors must anticipate actions of campers in difficult situations and try to head off the problem by changing plans, placing yourself between two campers, etc.
- iii. Be alert to surface symptoms, such as refusal to eat, restlessness, irritability, exhibitionism, or trying to skip activities.
- iv. The goal of camp is to help kids grow, and one grows through learning to deal with difference. To feel good about oneself often means knowing it's okay to be different. Encourage openness. Help campers deal with differences by being open with each other in a warm way.
- v. Look and listen for opportunities to have group members reinforce each other. Campers who are better at particular activities can help others.

**II.18.E AN OUNCE OF PREVENTION.**

- i.** A busy, happy camper, who is getting sufficient rest and relaxation is rarely a problem.
- ii.** The most important member of the staff team is the counselor. Remember your responsibility is not to be taken lightly. As counselors, you are responsible for the well-being of the campers in your group for the entire week. Know your biases. And be aware of their impact on your relationships and your work. There will be scheduled time off to give you a breather as often as allows. In any event, do not leave your campers until relief has arrived.
  
- iii.** What exactly is a camp counselor?
- iv.** What can you expect to do, receive, see, and experience?
- v.** What do camp directors want when it comes to staff?
- vi.** What do parents expect from a staff member?

**II.18.F A CAMP COUNSELOR IS:**

- a friend
- a confidant
- a "counselor"
- a teacher
- a role model
- a leader

**A CAMP COUNSELOR IS NOT:**

a parent  
a sibling  
a babysitter  
a "slave-driver"  
a dictator

A counselor should also be: responsible, enthusiastic, friendly, helpful, organized, understanding, patient, and have a sense of humor.

**II.18.G TEACHER**

You are a teacher in the sense that your attitudes and actions are observed and either copied or reacted to by your campers. Your actions and attitudes toward others will teach with an impact. Your classroom is your dorm, your small group area, the athletic field, the chapel, the swimming pool, and all the rest of Dwight. Use it well!!

## **II.18.H FRIEND**

As a friend, you are interested in each camper, their likes and dislikes, their problems, and their experiences. You accept them as they are. You are to be friendly, to be a good listener to them, and to be approachable. But, at the same time, you are to avoid the danger of being too familiar. The camper learns to trust and share, and they do this when they know that their confidence won't be broken. This relationship of a friend, however, exists on an adult-to-camper level. Campers tend to lose respect for the counselor who continually attempts to act on the campers' age level and not as a leader. Establish yourself in their minds as a leader, so that you can lead them.

### **II.18.I ORGANIZER**

Many decisions are needed in the course of a camp. Campers often need someone to give them the direction to help them make many of these decisions. Organization that comes from the counselor often comes in the form of suggestions, recommendations, questions, and honest concern. For planned activities and/or discussions, campers appreciate and pay more attention to the leader that has spent some time getting their thoughts and ideas organized prior to the session.

## **II.18.J SPIRITUAL LEADER**

Your spiritual leadership is vital. Be willing to be led by God. Your ministry will involve praying with and for each of your campers. You will worship with them, search the scriptures with them, and attempt to answer their questions or guide them to someone who can. You will be "sharing Christ" with the campers. Through you, campers will see the Christian life in action. The real test of your spiritual life often comes into focus when problems arise in camp. Share your relationship with Christ as a constant, real, and meaningful experience.

## **II.18.K ENTHUSIASTIC LEADER**

Always be positive. Be enthusiastic about dormitory cleanup, small group activities, all camp activities, meal times, group singing, recreation events, etc. Help your group to be where they need to be, doing what they are supposed to be doing, when they are supposed to be doing it! While we are looking for an emphasis on the formation of community in your small group, keep in mind that you are part of the larger whole of the entire camp community.

## II.19.A MAKING CAMPERS FEEL WELCOME

- S** **Smile** a lot. A smile sends an immediate signal of friendship, warmth, and acceptance.
- M** **Move** toward campers when you talk with them, and make eye contact. You will convey a much more personal tone and quality than if you speak to them from a distance or do not look directly at them.
- I** **Include** all campers in your conversations, activities, and planning. Make sure that campers are including each other as well.
- L** **Learn** at least two things about each of your campers in the first few hours of camp. Find out about favorite camp activities and interests at home (e.g., hobbies, pets, friends). You will be on your way to forming new friendships with the campers.
- E** **Encourage** each member of your bunk or cabin group to make at least one new friend during their week of camp. Encouraging them to take initiative in this process will empower them in the belief that they can do things themselves.

## **II.20.A A PARENT'S EXPECTATIONS FOR YOU AS A COUNSELOR**

When a parent drops off their child for camp, they are entrusting you with one of the people that is most precious to them. Don't underestimate the importance that you have to the parent or guardian of your camper.

## **II.20.B SOME THINGS TO REMEMBER REGARDING YOUR CAMPERS' PARENTS/GUARDIANS**

- I.** Introduce yourself to the parents as well as the campers during check-in.
- II.** Be available during check in and at the end of camp for parents to ask you questions or give you information about their child.
- III.** Ask the parent/guardian if there is anything you should know about their child. It shows that you are thinking of their child individually and not just as part of a group.
- IV.** Recognize that the parent may be more apprehensive about their child's first time at camp than the camper is.
- V.** While you are in charge of your campers for the week, you are NOT their parents.
- VI.** Do not tell campers that something that their parent has taught them is 'wrong'. Parents are doing the best they can.
- VII.** Acknowledge with your campers that the rules at home may be different from those at camp, but that while they are here, they will follow camp rules.
- VIII.** If there are any concerns about the camper throughout the week, make sure that you let the parents know about them when they pick their child up. It is better that they hear from you about the issue and how it was resolved rather than having their child bring it up later when you are no longer available to talk to.

## **II.21 WHEN YOU GET ANGRY WITH A CAMPER**

There are times when you will get angry at your campers. That's the nature of this ministry, as well as simply being human! So think about what to do when you get angry and be prepared with a strategy.

**II.21.A DO . . .**

- i.** admit your anger.
- ii.** use the camper's name.
- iii.** ask the camper to talk with you privately.
- iv.** speak firmly.
- v.** insist that bad behavior stop.
- vi.** call off the activity if you're unable to deal with the bad behavior any other way.
- vii.** insist other counselors help with discipline.
- viii.** have a conference with the director.
- ix.** ask other leaders for advice.
- x.** intervene immediately when violent behavior occurs.
- xi.** notice good behavior and tell the camper.
- xii.** cool off briefly before you discuss the problem with the camper.
- xiii.** be specific about the behavior you object to.
- xiv.** apologize if you are wrong.
- xv.** allow the camper to save face.
- xvi.** demonstrate Christian forgiveness.
- xvii.** make it clear you expect good behavior.
- xviii.** ask the camper what they think an appropriate form of discipline or what course of action you should follow. (You don't have to do it, but the "misbehavior" often has a good idea of what will take care of the situation.)

**II.21.B      DON'T . . .**

- i.** use a sarcastic tone, or sarcasm
- ii.** use a put-down.
- iii.** quit.
- iv.** handle the problem in front of the whole group.
- v.** get yourself into a power struggle.
- vi.** humiliate.
- vii.** ignore bad behavior.
- viii.** be surprised at bad behavior.
- ix.** tell other people what happened during your private confrontation with the camper who made you angry.

## **II.22.A SAYING GOOD-BYE AT THE END OF CAMP**

Saying good-bye at the end of each camp provides an opportunity to enrich the entire experience. The process should begin at least a day before the camp will be over during a seven-day camp.

- i. Acknowledge what we did
  - a. Make time to reminisce about things that have happened to while at camp.
- ii. Admit what we didn't get to do
  - a. Letting go of unfulfilled wishes for the session.
- iii. Accept growth and accomplishments
  - a. Have the group discuss what the campers REALLY take home.
- iv. Acknowledge life after camp
  - a. Provide the campers with the opportunity to discuss what they are going to face when they leave camp. The home environment of many campers is quite different from camp.
- v. Recognize the changes that happened
  - a. Stress the fact that no one is leaving empty handed.
- vi. Acknowledge sadness
  - a. Breaking up is hard to do. Allow the campers the opportunity to express their sadness, but do not dwell on it or allow sad emotions to carry on too long.
- vii. Celebrate!
  - a. This was good. This was a piece of our life.

## **II.23 CAMPER BEHAVIORS AND CHARACTERISTICS**

## **II.23.A UNDERSTANDING AGE-GROUP CHARACTERISTICS**

Human beings develop physically, emotionally, spiritually, and cognitively throughout their life spans. As we work within outdoor ministry programs with children and youth, we need to be familiar with the developmental stages in each of these areas. One way of expressing love and care for young people and building their sense of worth as children of God is to expect behavior of them that is appropriate for their ages.

## II.23.B PRIMARY CHILDREN (AGES 7-9):

- i. They learn best by doing and have very short attention spans.
- ii. They think in concrete terms about things they can see, hear, taste, or touch. They are unable to grasp abstract ideas and metaphors.
- iii. They have a **great need** for adult role models of the same gender.
- iv. They seek out heroes.
- v. Their faith is very literal, and since they are unable to think abstractly, they enjoy the stories of the Bible and hearing about the people in the stories.
- vi. They want to master many skills, but they still need to be cherished for themselves, not their performance.
- vii. They are very active, and are often unable to manage their own need for rest or recognize that they are tired. They need rest and a clear bedtime.
- viii. They are beginning to define themselves outside their families and look to their peer groups for acceptance.
- ix. They have a very silly sense of humor.

## II.23.COLDER CHILDREN (AGES 10-12):

- i. They are very active, and will need help slowing down for rest.
- ii. They have a **deep need** for fairness and have a tendency to characterize everything as right or wrong.
- iii. They thrive within same-gender friendships.
- iv. They are reluctant to relate to, and especially to touch, the other gender.
- v. Girls mature much earlier than boys and may be menstruating and wearing bras by this time.
- vi. They still have a need for same-gender role models.
- vii. They are beginning to question everything, but do so more out of wonder than out of doubt.
- viii. Their faith is very literal and reflects the faith of their parents.

## **II.23.D YOUNGER YOUTH (AGES 12-14):**

- i.** They are in the midst of a great deal of change: physically, emotionally, and socially.
- ii.** Boys experience growth spurts, voice changes, hormonal swings, and sexual changes. Girls are going through these changes as well, but have likely been experiencing them for a few years at this point.
- iii.** Girls tend to be more mature emotionally, socially, and physically than boys their same age, and therefore begin to date boys one or two years older.
- iv.** They swing back and forth between adult and childlike behavior.
- v.** They **need to belong** and will do almost anything to do so.
- vi.** They may have experimented with drugs, cigarettes, sex, and alcohol or be thinking about it. They may need a nonjudgmental person with whom to discuss their life choices.
- vii.** They focus on the “now” and have very little ability to think about the future implications of their actions.
- viii.** They need very clear boundaries that still allow them a sense of freedom and to develop skills for responsibility.
- ix.** They are developing abstract thinking skills, but may still prefer to think concretely.
- x.** They are very idealistic.
- xi.** Their social thinking is very self-centric.

## **II.23.E OLDER YOUTH (AGES 15-18):**

- i. They are constantly seeking to form an identity separate from their families.
- ii. They can use abstract thinking skills that enable them to think about concepts, perspectives other than their own, and the consequences of their actions
- iii. They are beginning to form a statement of faith that is separate from their parents, and will likely need encouragement that this is an “okay” thing to do.
- iv. They are questioning the authority of scripture, church leaders, and their parents. Again, they need to feel that camp is a safe environment for them to do this.
- v. They are almost fully developed physically, but are still very self-conscious about their appearance.
- vi. Over concerned about weight and appearance, which may develop into eating disorders.
- vii. They need lots of rest and sleep, but do not usually plan it into their day without reminders.
- viii. They have probably experimented with drugs, smoking, sex, and alcohol, and need to be able to discuss their choices in a nonjudgmental atmosphere.
- ix. They are under tremendous pressure to succeed so that they can get into college or get a job.
- x. They want to belong.

**II.24 SUMMARY CHART OF  
OVERT AND DEMONSTRATIVE CAMPERS**

<b>Classification</b>	<b>Profile Characteristics</b>	<b><i>Steps Toward Resolution of Behavior</i></b>
<b>The Wise Guy</b>	<ul style="list-style-type: none"> <li>• Show-off attitude</li> <li>• Attempts to dominate others</li> <li>• Appoints him/herself "the leader"</li> <li>• Talks constantly</li> </ul>	<ul style="list-style-type: none"> <li>• Have patience with him/her</li> <li>• Confront this behavior</li> <li>• Remove from peers at meetings if he becomes disruptive</li> </ul>
<b>The Sleeper</b>	<ul style="list-style-type: none"> <li>• Won't get out of bed</li> <li>• Dormant leadership potential</li> <li>• Lacks security, experience</li> <li>• May "cut up" and disobey</li> </ul>	<ul style="list-style-type: none"> <li>• Provide leadership opportunities</li> <li>• Guide in leadership skill development</li> <li>• Confront this behavior if needed</li> <li>• Allow his input for decisions</li> </ul>
<b>The Know-It-All</b>	<ul style="list-style-type: none"> <li>• Instigates pranks</li> <li>• A leader in the cabin</li> <li>• Manipulates peer behavior</li> <li>• Disregard for authority</li> <li>• Talks constantly</li> </ul>	<ul style="list-style-type: none"> <li>• Isolate from peers</li> <li>• Explain rationale for rules, policies</li> <li>• Seek their help and participation</li> <li>• Provide limited leadership experiences</li> </ul>
<b>The Braggart</b>	<ul style="list-style-type: none"> <li>• The camp bully</li> <li>• Picks fights with others</li> <li>• Uses his/her physical advantage</li> <li>• Passive-aggressive</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind, friendly and accepting</li> <li>• Be firm in your leadership patterns</li> <li>• Praise acceptable behavior</li> <li>• Slow his activity</li> </ul>
<b>The Bed Wetter</b>	<ul style="list-style-type: none"> <li>• Nervousness or over activity</li> <li>• Insecurity at home</li> <li>• Perhaps a past illness</li> <li>• Too many fluids too late</li> </ul>	<ul style="list-style-type: none"> <li>• Examine health record on 1<sup>st</sup> day</li> <li>• Put camper on lower bunk</li> <li>• Limit fluid intake after dinner</li> <li>• Protect his/her dignity</li> </ul>
<b>The Thief</b>	<ul style="list-style-type: none"> <li>• Undeveloped sense of his possessions</li> <li>• Materially deprived</li> <li>• Envious of others</li> <li>• Rebellion of authority</li> <li>• Steals others' stuff</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with the director</li> <li>• Help him understand severity of the crime</li> <li>• Encourage development of self-control</li> <li>• Seek peer/parental assistance</li> </ul>
<b>The Loose Mouth</b>	<ul style="list-style-type: none"> <li>• Associates with wise guys and braggarts</li> <li>• Poorly directed leader</li> <li>• Insecure and fearful</li> <li>• Uses foul language</li> </ul>	<ul style="list-style-type: none"> <li>• Be tactful in your approach</li> <li>• Ask for explanation of words</li> <li>• Don't avoid/fear confrontation</li> <li>• Seek meaningful discussions</li> </ul>

## II.25 SUMMARY CHART OF WITHDRAWN AND RECLUSIVE CAMPERS

Classification	Profile Characteristics	Steps Toward Resolution of Behavior
<p><b>Mousey Milton</b></p>	<p>Timid appearance            Avoids contact with others            Retreats from social events            Spends hours by him/herself            Prefers to be last on hikes            Does crafts without help            Sometimes can't be found            Daydreams during free time            Wants to stay in the cabin</p>	<p>Examine records for any patterns            Attempt to find any underlying reasons            Get other campers to interact with him/her            Show a sincere interest in him/her            Seek out opportunities for one-on-one contact            Get him/her involved in a group project            Emphasize sportsmanship, not winning            Seek to understand the reasons for his/her actions            Develop a "we" attitude</p>
<p><b>Sally Solo</b></p>	<p>Timid appearance            Excessive shyness            Potentially homesick            Lack of close friends            Fear of new friendships            Cries without knowing reason</p>	<p>Encourage her/him to talk about it            Get involved in group activities            Get other campers to interact with her            Seek on-on-one opportunities            Establish a project with her</p>
<p><b>Harley Homebody</b></p>	<p>Homesick and cries often            Long periods of depression            Sulks, mopes around camp            Lack of desire for fun            Withdraws from activities            May be over-protected at home            Fear of unknown            Constipation, indigestion</p>	<p>Help camper get oriented            Get involved in activities            Help him gain new friends            Make campers feel welcome and loved            Establish a buddy system for him/her            Talk about special events to come            Speak about "extended" activities            Provide an atmosphere of acceptance</p>

<p><b>Carl Clinger</b></p>	<p>The counselor's "pet"          Becomes your shadow          Pesters the counselors and staff constantly          Smothers you with constant affection and complements          Fears rejection of others</p>	<p>Help him/her make other friends          Establish a buddy system for him/her          Get him involved in projects with others          Introduce him to others at camp          Let him know why you like him/her          Tell him/her not to be so close          Don't push him onto others</p>
<p><b>Dawn Daydreamer</b></p>	<p>Excessive daydreaming          Prefers to be left alone          Lacks friends at camp          Perhaps feeling homesick          Avoids peer interaction          Requires prodding to eat</p>	<p>Get involved in activities          Establish peer relations          Get him involved in projects          Determine their interests, hobbies          Take them on individual activities          Develop mutual interests          Remind her/him to eat during meals</p>

## II.26.A.HOMESICKNESS 101

- a.i.1. All campers experience some kind of it!
- ii. Happens in girls and boys
- iii. Happens in campers of all ages, regardless of how many years they have come to camp
- iv. Reflects some kind of fear
- v. Carries a social stigma. When addressing homesickness, do not make it a public event.
- vi. Pain is incredibly real... Acknowledge the pain without dwelling on it!
- vii. Some campers do use it as a tool to get attention
- viii. Parents sometimes cause the problem, perhaps by telling the camper how much they will miss him/her or writing it to them in a letter. This can create guilt for the camper.
- ix. Situations where homesickness may be most evident:
  - x. Mealtime
  - xi. Challenge Course
  - xii. Bedtime and/or FOB
  - xiii. Mail Call (Before and after they get mail)
  - xiv. Campouts
  - xv. Quiet Time
  - xvi. Warning signs:
    - xvii. Seclusion
    - xviii. Clinging to Counselor
  - xix. Crying
  - xx. Hypochondria
  - xxi. Negative Attitude
  - xxii. Homesickness may lead to legitimate physical problems (i.e. Stomach and/or Bedwetting)

## **II.26.B DEALING WITH HOMESICKNESS**

- i. **The first three hours at camp are vital!**
- ii. Make the campers feel welcomed and comfortable.
- iii. Make sure campers get settled in and unpacked.
- iv. Watch how campers treat each other (watch for loners!)
- v. Show them lots of Christian (family) love
- vi. Pray about it- include it in your group's nightly prayers!

## **II.26.C SEVEN STEPS THAT CAN HELP:**

- i.** Acknowledge them (validation)
- ii.** Share own experience (make it applicable)
- iii.** Find their talents (build self-esteem)
- iv.** Get them involved
- v.** Get other kids involved (buddy system)
- vi.** Give kids a special purpose
- vii.** Get support from other counselors

## **II.27.ADISCIPLINE 101**

The purpose of discipline is to help people understand and modify unacceptable behavior and or attitudes in order that he/she may grow socially and emotionally and learn to act responsibly. Discipline is the challenge and privilege of training youth. We teach a lot by the way we discipline, or don't discipline. What are we teaching if we allow problems to go untouched? Remember that campers are individuals, which means they will have a variety of good and bad habits. When it becomes necessary to discipline children, care must be taken that all reprimands and/or punishments are just, consistent and appropriate for the particular situation.

## **II.27.AWHY CAMPERS MISBEHAVE:**

- i.** Resentment (forced to come to camp, etc.)
- ii.** Lack of acceptance by peers or staff (feelings of inferiority)
- iii.** Not being challenged
- iv.** Boredom
- v.** Over-demanding program
- vi.** Self consciousness about certain activities
- vii.** Lack of attention or love
- viii.** Emotional stress from home life
- ix.** Lack of sleep
- x.** Hunger (right before mealtimes is not a good time to have high behavior expectations)

## **II.27.CWAYS TO HANDLE MISBEHAVIOR:**

- i.** See that basic needs are being met.
- ii.** Show concern and affection and express personal interest.
- iii.** When possible, discipline privately.
- iv.** Discipline a child's behavior rather than his personality.
- v.** When a camper wishes to excel in a given situation, coach them and encourage them on how they can make that possible.
- vi.** Give recognition. Praise and encouragement of positive behavior should be given whenever possible.
- vii.** Ignore minor misbehavior.
- viii.** Have a one-on-one talk if above fails.

## **II.27.DDISCIPLINE GUIDELINES AND PRINCIPLES:**

- i.** Discipline should be constructive or educational in nature and may include such measures as diversion, separation from problem situations and discussion about the situation.
- ii.** In dealing with challenging behavior, it is important to remember that you cannot change challenging (or difficult) campers, only your reaction to them and their behavior.
- iii.** Staying Calm and in Control. As difficult as it is when working with a group of campers, you must remember that you are the adult in the situation and must act accordingly. Take a step back and take a deep breath. If you are feeling too stressed or tense to remain calm, find a way to cool down.
- iv.** Use the 3 F's - be fair, firm, and friendly.
- v.** Use essential words, "please", "thank you", rather than "stop", "don't", "no", "you can't".
- vi.** Use this phrase "I feel \_\_\_\_\_ when you \_\_\_\_\_."
- vii.** If problems are simple, treat them simply. Do not blow them up beyond their importance.
- viii.** Children and staff members shall not be subjected to fear, mental or physical abuse, or humiliation. Keep your temper.
- ix.** Verbal abuse or derogatory remarks about the person, his/her family, race, religion or cultural background will not be permitted.
- x.** Meals may not be denied as a disciplinary measure.
- xi.** Profanity is unacceptable and unnecessary. Staff example must be consistent with what he/she expects of children. The use of profanity by children and staff must not be ignored and must be dealt with in a manner appropriate to the situation.
- xii.** Any comments on behavior should be as specific as possible so that the person will know exactly which behavior was inappropriate and why. Care must be taken to determine which comments should be made in private.
- xiii.** Never attempt to handle a situation that you suspect or know that you cannot deal with effectively. If a problem gets out of hand, ask another counselor or the Program Director to assist. If it does not require an immediate resolution, you may be able to deal with it at the daily staff meeting.
- xiv.** Problems with other staff, supervisors or campers must not be openly discussed unless in a private, supervisory conference. Rumors and gossip only hinder positive progress.

## **II.27.E THE BENEFITS OF USING DISCIPLINE**

- i. The counselor works for/with the learners, to help them learn acceptable behavior.
- ii. Provides a constructive solution or an alternative.
- iii. Labels the behavior, not the child.
- iv. Builds a positive self-image, saying that each person is worthy even when he/she has misbehaved.
- v. Fosters independence and personal ability to direct one's own behavior.
- vi. Structures the environment for the learner's safety.
- vii. Can lead to stronger love, caring, and happiness.

## **II.27.F WHY WE AVOID USING PUNISHMENT**

- i. Punishment can quickly turn into the counselor letting off their steam at the expense of the camper.
- ii. Punishment leaves a void or an emptiness; focuses on the "do not's" of camp.
- iii. Punishment tends to hurt, either physically or emotionally.
- iv. Punishment labels someone as the accused and someone else as the accuser.
- v. Punishment labels campers as guilty and puts guilt on their shoulders.
- vi. Punishment may lead to hatred, anger, and sadness.

## **II.27.G HOW TO AVOID NEEDING TO USE PUNISHMENT**

- i. Anticipate Trouble
- ii. Give Gentle Reminders
- iii. Distract to a Positive Role Model
- iv. Inject Humor
- v. Offer Choices
- vi. Give Praise or Compliments
- vii. Offer Encouragement
- viii. Clarify Messages, Rules and Expectations
- ix. Overlook Small Annoyances
- x. Deliberately Ignore Provocations
- xi. Reconsider the Situation
- xii. Point Out Natural or Logical Consequences
- xiii. Arrange Discussion Among the Children
- xiv. Provide Discussion with an Adult

## II.28 ATTENTION DEFICIT HYPERACTIVITY DISORDER

### II.28.A Understanding ADHD Kids

- i. This behavior is not willful and can be variable (in other words, children with ADHD can concentrate or pay attention sometime and not others.)
- ii. Focus on problem areas – such as cabin clean-up, transition times, free play
- iii. Go over the ABCs of behavior:
  - Antecedent – what is going on just before unwanted behavior occurs
  - Behavior – what the child did, how the child reacted
  - Consequence – response of peers, other staff, primary counselor, etc.

## **II.28.B WHAT ADHD KIDS NEED**

- i. Anticipation is the key... need for immediate gratification outweighs what ADHD children know.
- ii. More frequent and immediate feedback
- iii. Highly motivating incentives
- iv. More praise and more positive feedback
- v. Better eye contact
- vi. Tasks presented one at a time
- vii. Instructions simplified and repeated
- viii. Having them repeat back instructions
- ix. Grouping lessons/instructions in smaller units
- x. Light physical touch for focusing
- xi. Positive commands – what you want as opposed to what you want stopped

## II.29.A WHAT IS CHILD ABUSE?

**To report actual or suspected abuse:**

1-800-522-3511

**Everyone is required to report suspected or alleged child abuse or neglect!  
This means you!**

### **Child Abuse**

Child abuse is actual harm or threat of harm to a person age 17 or younger.

### **Types of Abuse**

Physical – Examples are hitting, kicking, biting, burning, and breaking bones.

Sexual – Examples are molesting, intercourse, and soliciting pornographic material.

Emotional – Examples are isolating, terrorizing, corrupting, exploiting, and denying emotional responsiveness.

Neglect – Examples are medical, educational, physical, emotional exposure to danger, and leaving unattended.

Exposure to Domestic Violence – Approximately 90% of children in violent homes are aware of it. These children learn that violence toward loved ones is acceptable. After age five or six, these children show strong indications of identifying with the aggressor and losing respect for the victim.

## **II.29.B MAKING A REFERRAL**

Any actual, threatened, or suspected abuse or neglect **MUST BE REPORTED!!!!** Let the Program Director know if you suspect abuse or neglect, and together decide what will happen next. The person taking the referral may prefer to talk to you rather than receive the information second-hand, so be available for future discussions. Only give information actually reported to you. Do not make assumptions, and do not guess about information you do not remember. Use the vocabulary of the child when possible. Write down specifically what was told to you so that you have a record for the future.

**II.29.C            LIABILITY OF THE REPORTER**

- i. Title 10, Section 7103 of the Oklahoma Statutes states that any person who makes a report in good faith is immune from civil and criminal liability.

## **II.29.D IDENTITY OF THE REPORTER**

- i. OKDHS policy and state law maintain the confidentiality of reporters during an investigation. If the referral leads to court involvement, the information about who made the report could be requested by the court (rare). You will be asked for your identity when you make a report, but anonymous reports are accepted if you have concerns about your identity being revealed. If you give your identity at the time the report is made, you may check on the status of the report you made. You will be told whether or not the report will be investigated and the reasons why or why not. Anonymous reporters cannot call back to inquire.

**II.29.E            WHAT HAPPENS WHEN A REPORT IS MADE?**

- i. The referral is documented in writing, then screened by a supervisor to determine if the allegations meet the definition of abuse/neglect and if the referral is within the scope of OKDHS responsibility.

## **II.29.F REFERRAL PRIORITY LEVELS**

- i. Generally, the age of the youngest child in the home determines the time frame for response.
- ii. Priority One indicates imminent danger or serious injury. Response is immediate or the same day.
- iii. Priority Two indicates that there is no imminent danger or serious injury, but the child will not be safe without intervention. Response is 2-15 days.

## **II.29.G ASSESSMENT VS. INVESTIGATION**

- i.** An assessment is conducted when the referral concerns abuse or neglect that is not serious or extremely dangerous. A Child Protective Services worker will see all members of the family to discuss the concerns in the referral. He/she may or may not interview the caretaker(s) and child(ren) separately. The focus is to assist the family on what they may need to provide a safe environment for the child(ren).
- ii.** An investigation is conducted when the referral concern abuse or neglect that is serious, could be extremely dangerous, or when there have been many previous reports. A Child Protective Services worker will gather as much information as possible. He/she will talk with the child victim first, then all family members including the alleged abuser, then anyone else who may have information about the incident. In some instances, a police officer may accompany the CPS worker for safety reasons and/or to determine whether criminal charges should be filed.
- iii.** After an investigation, it is determined (a) whether or not the allegations are confirmed, and (b) the level of risk to the child(ren) in the home. The five possible findings are:
  - iv.** No Services Needed
  - v.** Services Recommended
  - vi.** Confirmed – Services Recommended
  - vii.** Confirmed – Court Intervention
  - viii.** Reasonable Parental Discipline
- ix.** If it is determined after an investigation that the child(ren) is not safe in the home, a recommendation can be made to law enforcement that the child(ren) be placed in protective custody OR a request can be made to the District Attorney to pursue a court order to remove the children from the home. OKDHS staff do not have the authority to intervene beyond the assessement/investigation unless there is court action. The District Attorney makes the final decision about initiating court action. OKDHS staff do not have the authority to remove children from their homes.

## **II.29.H WHAT IF MY REFERRAL IS NOT ACCEPTED BY CHILD PROTECTIVE SERVICES?**

- i. Not all reports of suspected abuse or neglect are accepted for investigation. When CPS decides not to investigate a report, it is usually due to the following:
  - a) Insufficient information (i.e. full name & address of caretaker & child)
  - b) Report does not meet legal definition of abuse/neglect
  - c) Law enforcement has the responsibility to investigate
  - d) The family can be more effectively assisted by a different type of service
  
- ii. Examples of screened-out reports include, but are not limited to:
  - a) Adolescents with behavioral problems that are not caused by abuse or neglect
  - b) Parent-child conflicts in which no abuse or neglect has been alleged
  - c) Over-reaction to poor parenting practices such as inattention to clothing, hygiene, or housekeeping standards
  
- iii. If you disagree with the decision made, you may contact the Child Protective Services worker to discuss your concerns. If you are still not satisfied, follow the chain of command: (1) CPS worker's supervisor, (2) County Director, (3) Child Welfare Field Liaison, (4) State Office CPS Section.

## II.29.I CHILD ABUSE: *DETECTING CHILD SEXUAL ABUSE AND EXPLOITATION*

Some forms of abuse may not leave obvious physical evidence. There are, however, behavioral signs that may indicate victimization. This is especially true of children who have been sexually molested. You should be alert to these signs of sexual abuse:

	<b>Behavioral Signs</b>	<b>Physical Signs</b>
<b>Physical Abuse</b>	<ul style="list-style-type: none"> <li>• Child seems frightened of parents, may not want to return home, either shies away from adult contact or may cling to adults</li> <li>• Child is self-mutilating</li> <li>• Child wets the bed</li> <li>• Child exhibits poor self-concept</li> <li>• Child exhibits marked change in behavior when not around parents</li> </ul>	<ul style="list-style-type: none"> <li>• Child has unexplained or unusual burns (object shaped burns)               <ul style="list-style-type: none"> <li>• Child has unexplained bruises or welts</li> <li>• Child has unexplained bites or scratches</li> <li>• Child has unexplained broken bones</li> <li>• Child has unexplained black eyes</li> </ul> </li> </ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"> <li>• Child exhibits sexual knowledge/behavior inappropriate for age</li> <li>• Child is reluctant to change clothes in front of others</li> <li>• Child shies away from or clings to adults</li> <li>• Child self-mutilating</li> <li>• Child exhibits symptoms of eating disorder</li> <li>• Child is obsessively clean</li> </ul>	<ul style="list-style-type: none"> <li>• Child has difficulty walking or sitting</li> <li>• Child has symptoms of venereal disease</li> <li>• Child wets the bed</li> <li>• Child has vaginal or penile swelling, itching, or bruises</li> <li>• Child's undergarments are stained or bloody               <ul style="list-style-type: none"> <li>• Child is pregnant</li> </ul> </li> </ul>
<b>Emotional Abuse</b>	<ul style="list-style-type: none"> <li>• Child lacks self-confidence</li> <li>• Child has poor self-image</li> <li>• Child is usually eager to please</li> <li>• Child shows extremes in behavior (overly compliant, overly demanding, extremely passive or aggressive)</li> <li>• Child views abuse as deserved</li> <li>• Child is unable to talk about their own feelings/problems</li> </ul>	<ul style="list-style-type: none"> <li>• Child has eating disorder</li> <li>• Child wets the bed</li> <li>• Child is delayed in physical or emotional development</li> </ul>
<b>Neglect</b>	<ul style="list-style-type: none"> <li>• Child is always exhausted</li> <li>• Child talks about parent/guardian's continual absence</li> <li>• Child is unusually dependent or detached for age</li> </ul>	<ul style="list-style-type: none"> <li>• Child is dirty and has severe body odor</li> <li>• Child lacks obvious medical or dental care               <ul style="list-style-type: none"> <li>• Child lacks proper clothing for weather</li> <li>• Child begs, steals or stores up food</li> </ul> </li> </ul>

You should note that most of these behaviors have other explanations. A child who comes to summer camp is entering a strange environment and may experience homesickness or anxieties that can lead to behaviors similar to the signs of sexual molestation. Do not, however, simply discount the behavior as homesickness, however. Immediately bring it to the attention of the camp director or camp nurse. You are in a position to be a comfort and aid to the campers placed in your care. Even if the child's behavior is a result of homesickness, his or her camp experience will be much more enjoyable if the cause of the distress is addressed.

## **II.29.J CHILD ABUSE: *WHAT TO DO WHEN YOU'VE BEEN TOLD***

With educational programs and the growing awareness by children of sexual molestation, at some point your campers may tell you that someone has molested them. This may have occurred at home or at camp. If this happens, we want you to be prepared to help the child. Follow the guidelines below if a child indicates that he or she may have been the victim of abuse or exploitation

**II.29.K BELIEVE THE CHILD**

If a child suspects you doubt their story, they may recant or change what they've said. You may be the first person they've felt they can trust, the first person they've told.

**II.29.L DO NOT PROMISE CONFIDENTIALITY**

When a child starts by saying, “you have to promise you won’t tell”, be alert. You can promise privacy, but you can not promise to keep a potentially dangerous secret.

## **II.29.M BE AWARE OF YOURSELF**

Be aware of how close you are sitting to the child, what your facial expressions are, as well as what gestures you use. Try and stay calm. If you get upset, the child may change their story or even believe that they did something wrong by telling you. Often times, a victim is told that if they ever tell anyone, they will get in trouble.

**II.29.N DO NOT MAKE UNREALISTIC PROMISES**

Don't make promises you can't keep. Statements like "everything will be better now" or "no one's going to hurt you ever again" mislead the child and offer false assurance of their future situation.

**II.29.O REASSURE THE CHILD**

Tell the child they did the right thing by telling you what's happening to them. An abusive parent/guardian may have threatened increased abuse or even death if the child told. Telling you has been an act of courage and trust.

**II.29.P      DON'T INTERROGATE**

Get the facts but leave the questioning to those trained in working with abused children. All we need to make a report of suspected abuse is the alleged victim's name and address. We have this information on file. Your most important job is to listen.

## II.29.Q IT'S NOT THEIR FAULT

- i. Remind the child over and over again that the abuse is not their fault. Abusive parent/guardians are very successful at making children believe they deserve the abuse. Any and all comments to the contrary are valued.
  
- ii. These kids need the opportunity to share their story, and they picked you. There are a few things to listen and watch for that will help authorities in discerning the severity of the issue:
  - a) Coercion
  - b) Multiple incidents
  - c) Progression of sexual activity
  - d) Details (positions...)
  - e) Body language of victim as he/she relates stories
  
- iii. **Remember: We are required by law to report cases of suspected abuse. If you suspect abuse, report it IMMEDIATELY to the Program Director!!!!** Childhelp USA National Child Abuse Hotline: 1-800-4-A-CHILD (1-800-422-4453)

**II.30 BIBLE STUDIES, WORSHIP  
& LEADERS' GUIDE**

## **II.30.A STAGES OF FAITH DEVELOPMENT**

### **Stage 1: GOD IS LIKE MY PARENTS**

Approximate Age Range: from 2 to 6 years

People develop a basic sense of trust. They rely on those who provide care, love, and nurture. They identify God as a caring, loving parent who protects and nurtures.

#### **Typical Characteristics:**

- Cannot always distinguish fact from fantasy
- They lack the ability to think abstractly
- Emotions are fragile
- They need clear limits
- Usually trusting of adults or those whom they see as having authority
- View God as a friend to be talked to
- Learn best through observing actions, rather than having something explained

#### **Implications and Suggestions for Leaders:**

- Tell simple, single-themed stories
- Listen carefully to detect confusion
- Don't use abstract ideas in teaching
- Know and respect their abilities and limits
- Don't take advantage of their trust
- Exemplify God's love and acceptance
- Encourage conversations with God during prayer time

### **Stage 2: WHAT'S FAIR IS FAIR**

Approximate Age Range: From 7 to 12 years old

People begin to develop a sense of fairness. They are attracted by simple stories, but their understanding is literal and often limited to seeing only good or evil, justness or fairness. Their faith is often expressed as good people receiving blessings and bad people being punished.

#### **Typical Characteristics:**

- Good grasp of justice and revenge stories
- Better understanding of rules than abstract theories like grace and salvation
- Often lack the ability to reflect on the spiritual meanings of stories
- Look to others as model of Christian behavior
- Have a strong need to belong
- Focus on God as a loving parent
- Beginning to have an understanding of the purpose of Jesus' life

#### **Implications and Suggestions for Leaders:**

- Use stories that focus on a positive image of God's action
- Be careful about introducing abstract concepts like forgiveness, stewardship, or grace
- Choose stories that have clear messages

- Provide opportunities for prayer, both public and private

### **Stage 3: I BELIEVE WHAT THE CHURCH BELIEVES**

Approximate Age Range: Begins about age 12. (Sometimes people never get past this phase of faith development)

People rely on authorities for what they believe. There is little critical examination of beliefs. Their widening contacts begin to expose them to conflicting authorities, but their beliefs and understandings of God are as the church teaches.

#### **Typical Characteristics:**

- Can begin to think abstractly
- They desire organized patterns of thinking and explanation
- Begin to have a true thirst for religious knowledge and information
- Can articulate what they've been taught, but are not able to develop their own point of view
- Large need of acceptance and self-esteem
- They look for their identity outside of themselves
- Are easily indoctrinated

#### **Implications and Suggestions for Leaders:**

- Encourage the asking of questions and thinking for themselves
- Provide increasingly complex ideas
- Recognize their increasing understanding of God as a personal friend and advisor
- Encourage the expression and examination of opinions
- Encourage and affirm them as individuals
- Express your own Christian witness and faith experiences
- Encourage their prayer and devotional life

### **Stage 4: AS I SEE IT, GOD IS...**

Approximate Age Range: Begins about age 18 (Some people never reach this stage. Others never move past it)

People become more independent in their thinking. They weigh the alternatives and take a personal stand. Individual reflection and thinking help them sort out conflicting viewpoints in order to form their own. Beliefs and understandings of God are very personal.

#### **Typical Characteristics:**

- They establish their own personal identity
- Seek independence
- Thrust their own intellectual ability
- Are concerned with and aware of individuality
- Like to debate or argue points of conviction
- Are confronted by conflicting authorities
- Can grasp abstract thoughts and ideas
- Aware of the fact that there can be more than one opinion or answer
- Engage in objective reflection

#### **Implications and Suggestions for Leaders:**

- Recognize that traditional values and ideas may be rejected or questioned
- Encourage personal reflection
- Listen carefully to the challenges, questions, and ideas that come from searching for a personal expression of faith
- Affirm, accept, and support them as individuals
- Do not judge them for decisions made, opinions that they hold, or questions that are asked
- Encourage the use of group process and discussion
- Help them to objectively examine the messages that they hear
- Express your own Christian witness in open and nonjudgmental ways

### **Stage 5: MORE THAN JUST WORDS**

Approximate Age Range: Adult years, if at all (Some people may never reach this phase)

People are concerned about dialogue. They are open to new ways of looking at things and to seeing other viewpoints. They search for deeper meanings in their lives. Their understanding of their religious beliefs and of God is part of their search.

#### **Typical Characteristics:**

- Seek dialogue and exchange with others
- Have confidence in their own positions and convictions, and can articulate them well
- Are nonjudgmental of others beliefs, ideas, opinions, and convictions
- Search for meaning and revelation in symbols, rituals, and life experiences
- Can compare and contrast experiences and ideas

#### **Implications and Suggestions for Leaders:**

- Be prepared for and expect questions which explore the paradoxes and tensions of faith
- Encourage critical questions about inherited traditions, symbols of faith, and rituals
- Encourage reflective sharing with others, whether about dreams and accomplishments, or defeats and disappointments
- Provide opportunities for self-directed learning
- Affirm and encourage participants to take on leadership roles

### **Stage 6: I HAVE A DREAM**

Approximate Age Range: This stage is very rare.

People sense a wholeness of faith and life. They have a view of what is good for all people everywhere. They act out of these deep commitments. They have a dream and act it out, often at great personal sacrifice. They are willing to die for their faith and beliefs.

#### **Typical Characteristics:**

- Have a vision that is not limited
- Are concerned for the whole of humanity
- Possess a worldview that includes examination of issues in terms of what is good for all people
- Live life committed to transforming the world

#### **Implications and Suggestions for Leaders:**

- Encourage, even expect, leadership by participants
- Invite and encourage participants in the challenges and risks of making new commitments to new directions of faith and life
- Facilitate intellectual efforts toward purposeful ministry in the world
- Provide assistance for self-directed learning
- Facilitate and encourage ministry and sharing with others

### **II.31.A SPIRITUAL SAFETY**

Spiritual safety is an essential part of camp. Camp should offer a time set aside to think and reflect and have a better appreciation of God's creation. It is also a place to meet new friends and an opportunity to experience the Holy Spirit alive and working in their lives. This isn't just campers, but staff as well.

## **II.31.BWHAT DOES IT MEAN TO BE SPIRITUALLY SAFE?**

When parents or guardians send a camper to camp, they expect their camper will not be forced into someone else's faith practices but rather their child will be encouraged to grow in the faith journey that has been set before them by their parents and God.

It is important to remember that we are not here to save souls, proselytize – which is converting someone from one religious belief to another, or evangelize or convert campers, or other staff members. We are here to share our faith and helping to clarify questions that may come up in a SAFE environment at camp.

When many campers experience the safety of being able to talk about their personal relationship with Jesus Christ for the first time when they come to camp. They feel safe to talk about things they are struggling with, questions they have, or answers that they may be searching for. They are not comfortable doing it at school because their peers might make fun of them and they don't at home because most children feel that their parents are experts on everything and therefore may not feel comfortable asking them questions.

### **II.31.CWHAT CAN I DO AS A STAFF MEMBER?**

You have both a responsibility and a pleasure in store for you. This may make you feel both honored and intimidated at times. You are not alone. Many pastors struggle as their parishioners ask questions to which they don't have easy answers. As a part of the Presbyterian denomination, there is a great tradition and rich history of Christian camping to rely on for support and help. The Executive Director, Program Director, and Chaplain may be able to help you form answers to campers questions that leave you feeling ill prepared to answer. It is always okay to tell someone "I don't know. Let's try and explore that question together."

### II.31.DWHAT POLICY DOES DWIGHT MISSION FOLLOW?

Dwight Mission operates under the polity, the rules and order, of the Presbyterian Church (U.S.A.). The polity sets up clear guidelines and we embrace them at the center. If you have any questions about the beliefs of the Presbyterian Church (U.S.A.), please talk to the Program Director or the Executive Director.

- We do not offer communion without an ordained person officiating and permission granted by Eastern Oklahoma Presbytery. (This is the presbytery in which we reside.)
- We do not baptize campers. If they express an interest in being baptized, you will speak to the Program Director and that person will handle the situation. Hopefully we will be able to put the camper in touch with a church in their area.
- We share the beliefs of the Presbyterian denomination and reformed traditions and so if questions are asked about sacraments, confirmation, salvation, atonement, or any other of the theological issues, please suggest they talk to the camp chaplain or Program Director if you as their counselor do not feel informed enough to answer their questions. These are issues that you may find yourself giving your interpretation instead of what they are told at their home church. Remember they go back to their home church after their week at camp is over and we don't want them going home confused but rather excited about experiencing their faith journey in a new way.
- If a camper should ask to be dedicated or rededicated, please speak to the Program Director. This is something that should be celebrated and we feel that the local congregation should be a part of that celebrating and further nurturing as they grow in their faith journey.

#### II.31.E4 Types of Learning: Bible Study Design

How can we design Bible studies that honor and engage the gifts of our campers?

Type 1	Type 2
Type 1 learners are primarily interested in personal meaning. For type 1 learners, a teacher must create a reason to learn. Type 1 learners are must gain personal value from instruction in order to learn. They enjoy small group discussions that nurture conversation. They demonstrate concern for people.	Type 2 learners are primarily interested in the facts. For type 2 learners, a teacher must impart information. Type 2 learners require accuracy and orderliness. They are comforted by the rules and they form their reality from them. They excel in traditional learning environments because the lecture and reading modes suit them. They are excellent at details and sequential thinking. They will re-examine the facts if situations perplex them. They need continuity and certainty and are uncomfortable with subjective judgments.

<p><b>Type 3</b></p> <p>Type 3 learners are primarily interested in how things work. For type 3 learners, a teacher must let them try it. They want what they learn to be useful and applicable. They hate being told answers before they have had time to explore possible solutions. They excel in down-to-earth problem solving. They are common sense people who experiment and tinker with things.</p>	<p><b>Type 4</b></p> <p>Type 4 learners are primarily interested in self discovery. For type 4 learners, a teacher must let them add value to it and use it in their life. They have a strong need to experience freedom in their learning and have a tendency to transform whatever it is they attempt. They are flexible and adaptable. They are risk-takers and at ease with all types of people. They often reach conclusions in the absence of logical justification. They demonstrate openness with new ideas and have a high ability to sense positive, new directions.</p>
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First, choose a single concept that you want to convey. What is the ONE idea you want your campers to grasp and understand?

Second, design activities for each learning type. The activities should always develop the concept.

<p><b>Activities for Type 1 Learners</b></p> <ul style="list-style-type: none"> <li>• Challenge Course activity followed by processing</li> <li>• Silly game designed to create laughter or self-revelation (get-to-know-you game)</li> <li>• “Have you ever?” or “Would you rather?” or</li> <li>• Campers tell their story (silly or serious)</li> <li>• Journaling – write a letter</li> <li>• Hot seat</li> </ul>	<p><b>Activities for Type 2 Learners</b></p> <ul style="list-style-type: none"> <li>• Present the historical context of Bible stories</li> <li>• OPEN the Bible and read the story together</li> <li>• Read the story two ways – readers theater, act it out, freeze frame, verse-by-verse</li> <li>• Reading comprehension questions</li> <li>• Timelines</li> <li>• Quiz shows</li> </ul>
<p><b>Activities for Type 3 Learners</b></p> <ul style="list-style-type: none"> <li>• Make a model</li> <li>• Imagine if you only had...how would you?</li> <li>• Relate the concept of the Bible story to their world</li> <li>• Nature hike</li> <li>• Create a representation of a story or concept using materials around you (twigs, stones, leaves)</li> <li>• Object lessons</li> </ul>	<p><b>Activities for Type 4 Learners</b></p> <ul style="list-style-type: none"> <li>• Act out a scenario</li> <li>• Draw a picture, write a song or</li> <li>• Cabin group mural</li> <li>• Rewrite something (a familiar prayer, a Bible verse) in your own words</li> <li>• Faith Stories</li> <li>• Praying out loud</li> </ul>

## **II.31.F BIBLE STUDY BASICS**

- i.** Remember to take into account that the ability of campers to handle different types of Bible study varies at different ages. For example, fourth and fifth graders will not be as skilled at writing as older students. They also cannot handle abstract concepts. The age-level curriculum takes these considerations into account.
- ii.** Bible study is one of the most important skills a Christian can learn. It is also one of the most misused skills. Bible study should not be used as a pretense for getting across your own views, for proving that you are right or that you have all the answers.
- iii.** Always open and close Bible study in prayer. Be creative with the types of prayer you model. You will be providing the campers with tools they can use the rest of their lives.
- iv.** Have fun. Bible Study is not punishment, for you or for the kids. It is an opportunity to learn more about Jesus Christ, God, the Bible, your kids, and more about you.
- v.** Bible studies should flow. Pick activities that allow you to talk about the same topic throughout your Bible study.
- vi.** Be Creative. This is your chance to shine. Use all of those things you picked up way back when, and alter them to fit your needs.
- vii.** Be Flexible. You may have put a lot of effort into planning your Bible study, but sometimes it just won't work the way you thought it would. Don't be afraid to adapt to the group, to your surroundings, or to the questions and comments that the campers are making.
- viii.** If you see or hear something you like...use it!!! Don't be afraid to borrow an idea or activity from another counselor or chaplain. There is no competition for who can have the best Bible Study. We all have room for improvement. Likewise, if you see or hear a good idea...share it.
- ix.** It's okay to talk about what you're learning. After you do an activity, ask the kids questions. Even if you do not know the answers, they may. The one thing that kids like to do more than play is talk. Use it to your advantage.
- x.** Don't be afraid to ask questions. If you need help planning your Bible Study, or have a question about an activity, just ask. There are a bunch of other people who have a Bible Study covering the same stuff you do. Chances are someone has a fantastic idea.
- xi.** Each day remember to pray, read scripture and do a couple of activities.

## **II.31.G        QUESTIONS FOR GUIDING SMALL GROUP BIBLE STUDIES**

Not all Bible study methods are appropriate for outdoor learning. As you plan your small group Bible studies, ask the following questions:

- i. Does the study rely too heavily on printed resources? These will be difficult to use outside and they may make campers feel more like they are in a classroom rather than outside.
- ii. Does the method take advantage of the uniqueness of the outdoor setting? The Bible was written by people who spent a lot of time outdoors. Their experiences could become real in an outdoor setting.
- iii. Does the study involve physical activity? People tend to be more active outdoors and resent classroom-type activity.
- iv. Is the study fun? All learning should be enjoyable, but especially learning outdoors.
- v. Will it lead to community building? Creating community is a primary objective of most outdoor learning experiences. Your Bible study should enhance this.
- vi. Does the study follow good Bible study guidelines? Take the time to do good background research and use the passages in the proper context.
- vii. Does the study provide opportunities for those who learn in different ways, i.e. visual, auditory, tactile?
- viii. Does the study provide ample opportunity for the campers to express their opinions and ask questions relevant to their lives?
- ix. Does the study take into account the developmental level of the participants?
- x. Have you empowered the children to think for themselves? Be careful not to impose your own beliefs.

## II.31.HBIBLE STUDY ACTIVITIES

Authentic Bible study takes place when people turn to the Bible with an open mind and attempt to learn from its pages more about the Christian faith. They discover new insights, new applications, and a new relationship with the living God whose Word it is. Here are some suggestions of useful Bible study activities:

- **Multiple Bible Reading**  
Have several people read from different translations of the Bible while the rest of the group write down their thoughts as they listen to the readings--descriptive words, phrases, ideas. Compare thoughts and search for common meanings. In the out-of-doors, this is a relaxed way to study the Bible. In addition, the out-of-doors lends itself to individual meditation.
- **Creative Expression**  
Express the meaning of a Bible passage by using some form of creative expression. Outside, make use of natural materials, or try such things as creative movement.
- **Paraphrasing**  
Have the group re-write a Biblical passage in their own words. Around a campfire, this may take the form of storytelling.
- **Informal Drama**  
Act out the meaning of a Bible passage. The out-of-doors provides a wonderful stage for this.
- **Bible Game**  
Create your own game to help campers understand a Bible passage.

## II.31.I PLANNING AND LEADING OUTDOOR WORSHIP

- i. As you plan your camp worship, consider the following:
  - a) the flow of the entire service; standing, sitting, moving around
  - b) emotional ups and downs that might occur due to the nature of the theme or the time during camp
  - c) the time of day and energy level of the campers and staff
  - d) nervous kids. Have things in writing and be prepared to prompt the campers. This is the responsibility of the counselors (to be sure the campers have what they need and know the order of the service), not the chaplain.
  - e) distractions; the bugs, weather, trains, darkness, candles, etc.
- ii. Be creative but remember that not everything necessarily belongs in worship. Camp provides the perfect opportunity to worship in different and nontraditional ways, but it is important to give campers some sense of consistency with what goes on back home.
- iii. Avoid being boring and having each service replicate the form of the night before. Ask your campers how they would like to lead and what special talents they may have that could enhance the worship service. Try to include material that will challenge the campers to experience worship through a variety of senses or different forms. The possibilities are endless and the chaplains will provide direction in the way the service will go. Some suggestions include:
  - a) utilizing liturgical dance
  - b) reading poetry or children's books
  - c) use drama, either with groups or individuals
  - d) pantomime
  - e) chant
  - f) listening to music
  - g) reading the Psalms and doing hand motions
  - h) utilize silence or guided prayers
  - i) light and darkness
  - j) varying the location of the worship service
- iv. Avoid planning a worship element because it's "cool." Worship elements are planned based on the scripture/theme for the day and the intent of the parts of worship. Keep the integrity of worship.
  - a) Help campers understand that not everything is appropriate for worship. Screen all songs, stories, skits and games you might use. Strive for quality. Keep worship worthy of Christ.
  - b) Tie all components of the worship service together using the theme for the day. Remember that you can use the words from songs or scriptures in prayers and for responses.

- c) Keep your age group in mind. The songs and worship you enjoyed with Junior High campers last year may not work with Junior High campers this year, and vice versa. Worship, like study and games, must fit the capabilities of the campers.
- d) Help the campers understand that it doesn't have to be perfect and that there will always be some unfinished business or an idea that you just couldn't quite get together. Affirm your young leaders and the gifts and talents they bring to the community of faith in this experience.
- e) Communicate well with other leaders involved such as the music director, the chaplain, and the Program Director. Use their experience and ask for their advice. Often times, they will have a good idea of what is effective and what is not.
- f) Rehearse. The campers will be more confident and everyone will be able to join in the worship experience. Help campers to understand how important it is that they speak slowly and distinctly.
- g)

## II.32 PRESBYTERIAN 101

PRESBYTERIANISM 101 (OUTLINE – Class – Rev. Dr. Greg Coulter)

Who are we?

Christians - Reformed/Protestants - Presbyterians

Saved by faith through grace (God saves, we respond)

- we respond to God's grace, freely offered

- "conversion experience?" - "when were you saved?" - 2,000 years ago

Priesthood of all believers (all are equipped; all are called, each according to their gifts)

What is required to be a Presbyterian?

- confess the Christian faith

confession /need /conviction

- trust in Christ as one's personal Savior

decision / conversion / justification

- promise to follow Christ's example

discipleship/sanctification

- commitment to become involved in a local church

community

What about spiritual gifts?

How are we the same as most other Christians?

What we believe:

- God - Father - Creator (sovereignty of God)

- Jesus Christ - God's Son - Incarnation (fully human & fully God)

- Holy Spirit - God's abiding presence

- Church - body of Christ - communion of believers (inclusive group)

- Christ's sacrifice - once and for all

- Bible - inspired Word of God - authoritative source for faith and practice

- Heaven and Hell (physical places vs communion with God; future vs present reality)

- Virgin Birth

What do Presbyterians believe about the Sacraments?

- Baptism (infants or adults)

- Lord's Supper (open to all; historically, baptism is a prerequisite)

- NOT a means of grace; rather a sign of God's grace already in our lives

How are Presbyterians different from other Christians?

How we organize our work:

- a "confessing" church (rather than confessional)

- ruled by elders ("presbyters") - 3 forms of church government

- a "connectional" church: Session-.presbytery-Synod-General Assembly

- keyword: "grace" (Being Presbyterian in the Bible Belt, pg xvii)

- we don't earn God's favor by our good works; we respond to God's grace already given

- "Do you believe in the Bible?" - no, we believe in Jesus Christ (revealed in the Bible)

- Why do you believe? - guilt vs gratitude (where fear is the motivator, life is diminished)

### **II.33.A COMPONENTS OF WORSHIP AND THEIR PURPOSE**

It is crucial to understand why we have worship, as well as why we have the particular parts of a worship service that we do. If we don't understand why we do a particular action in worship, then we won't be able to recognize when actions, rituals, and symbols are unimportant or even detrimental to authentic worship.

## II.33. REFORMED ORDER OF WORSHIP

### i. Gathering/Adoration

(Prelude, Introit, Call to Worship, Hymn of Adoration, Prayer of Adoration)

We are joining together to be aware of God's presence. Invoking God's presence is not necessary, God is there. We need to invoke ourselves.

**Opening Music** Music sets the tone and scene for worship

**Songs** Songs that reflect the main idea of the service  
Fast songs, slow songs, reflective songs, favorite songs

**Call to Worship** A call to come together and worship God

### ii. Confession and Assurance of Pardon

(Call to Confession, Corporate Prayer of Confession, Time for Silence and Personal Confession, Assurance of Pardon)

It is important to have confession in worship, for it readies us to hear anew God's Word. We come to confession in assurance of God's forgiveness. It is important to have that Assurance of Pardon after confession.

### iii. Hearing/Illumination

(Prayer of Illumination, Scriptures, Sermon)

Illumination is the Word of God, heard and preached. Every sermon should ask: "Whom shall I send? And who will go for us?" There should always be a challenge for us to respond to God's word.

**Scripture** Psalm - Using the hymnbook of Israel, often read responsively or sung

**Prayers** Scriptures from the day  
Prayers of Intercession *Praying for each other*  
Prayers of Adoration *God is incredible*  
Prayers of Confession *Only God is perfect*  
Prayers of Thanksgiving *We say thank you to God*  
Prayers of Supplication *What we need from God*

**Affirmation of Faith** Saying what we believe corporately

**Meditation** Interpretation of God's Word and its relevance to our lives

### iv. Responding/Dedication

(Offering, Hymns of Praise)

**Offering** We offer gifts to God in response to God's love and forgiveness

We respond to what we have heard by dedicating our lives to the living of the Christian life.

**v. Going**

(Hymns of Sending, Benediction)

We are sent by God to go out into the world and share the good news of the Gospel. We extend our reach beyond the local worshipping body.

**Closing Song**

Hymn of commitment, dedication or mission

**Charge and Benediction**

Concise challenge to take home with you

**Passing of the Peace**

Instilling in each person that we are a community, that we are one in Christ Jesus

## **II.33.CWORSHIP**

### **Excerpts from the Book of Order 2009-2011; Presbyterian Church (USA)**

#### **Christian Worship (W-1.1000)**

“Christian worship joyfully ascribes all praise and honor, glory and power to the triune God. In worship the people of God acknowledge God present in the world and in their lives. As they respond to God's claim and redemptive action in Jesus Christ, believers are transformed and renewed. In worship the faithful offer themselves to God and are equipped for God's service in the world.”

#### **Perfect Human Response (W-1.1003b)**

“Jesus of Nazareth offered the perfect human response to God. The Life that redeems reveals the form and purpose of redeemed life. Jesus' life discloses the character of authentic Christian worship.”

#### **Diverse Language (W-1.2006b)**

“The church shall strive in its worship to use language about God which is intentionally as diverse and varied as the Bible and our theological traditions. The church is committed to using language in such a way that all members of the community of faith may recognize themselves to be included, addressed, and equally cherished before God. Seeking to bear witness to the whole world, the church struggles to use language which is faithful to biblical truth and which neither purposely nor inadvertently excludes people because of gender, color, or other circumstance in life.”

#### **Responsibility (W-1.4001)**

“In worship, the church is to remember both its liberty in Christ and the biblical command to do all things in an orderly way. While Christian worship need not follow prescribed forms, careless or disorderly worship is both an offense to God and a stumbling block to the people. Those responsible for worship are to be guided by the Holy Spirit speaking in Scripture, the historic experience of the church universal, the Reformed tradition, the *Book of Confessions*, the needs and particular circumstances of the worshipping community, as well as the provisions of the Form of Government and this directory.”

#### **Who May Participate and Lead in Worship (W -1.4003)**

“In Jesus Christ, the church is a royal priesthood in which worship is the work of everyone. The people of God are called to participate in the common ministry of worship. No one shall be excluded from participation or leadership in public worship in the Lord's house on the grounds of race, color, class, age, sex, or handicapping condition. Some by gifts and training may be called to particular acts of leadership in worship. It is appropriate to encourage members and ordained officers with such abilities to assist in leading worship”



