

# Northern Lights Region

## Youth & Children's Ministries Manual

### 2024



4227 S Meridian, Puyallup, WA 98373

Phone: (253) 893-7202

## Table of Contents

<b>Required Camp Forms &amp; Helpful Links.....</b>	<b>after Table of Contents</b>
<b>Introduction to Volunteering .....</b>	<b>1</b>
<b>Northern Lights Child and Youth Safety Policy .....</b>	<b>2</b>
Definition of terms .....	2
Accountability .....	2
Volunteers/staff screening.....	3
Guidelines for Volunteer/Staff behavior: .....	3
Reporting Procedures for Suspected or Disclosed Abuse of a youth/child. ....	4
General Expectations for Youth/Children Ministries.....	4
Safety .....	5
Regional Youth Council (RYC) .....	5
<b>Position Descriptions and Responsibilities.....</b>	<b>6</b>
Directors.....	6
Counselors.....	9
Campers .....	11
All Camp .....	12
<b>Training .....</b>	<b>14</b>
Healthy Boundary Guidelines.....	15
Discipline .....	16
Handling Homesickness .....	18
<b>Medical Needs .....</b>	<b>22</b>
Medical Treatment.....	22
Medical Needs Policy .....	22
Lice at Camp .....	24
Bed Bugs At Camp .....	24
<b>Faith Development .....</b>	<b>28</b>
Discipleship .....	28
Baptismal Desires.....	28
Worship.....	29
<b>Appendix I: Contraband .....</b>	<b>30</b>
Illegal Drugs.....	30
Weapons .....	31

Drug Identification .....	31
<b>Appendix II: Abuse and Neglect.....</b>	<b>32</b>
Signs of Physical Abuse .....	32
Signs of Sexual Abuse .....	32
<b>Appendix III: Understanding Behavioral and Physical Limitations .....</b>	<b>34</b>
Social Skills Deficits and Disorders .....	34
<b>Appendix IV: Child and Adolescent Development.....</b>	<b>37</b>
Developmental Characteristics .....	37
<b>Appendix V: Summer Camp Check List .....</b>	<b>39</b>
<b>Appendix VI: First Aid Kit .....</b>	<b>41</b>
<b>Appendix V: Waterfront Safety .....</b>	<b>42</b>

### Required Camp Forms:

Camp Medical Incident Report.....	<a href="https://northernlightsdisciples.org/medicalincidentreport">northernlightsdisciples.org/medicalincidentreport</a>
MEDS: As-needed & 1-time First Aid & Meds Log..	<a href="https://northernlightsdisciples.org/wp-content/uploads/2024/07/2024-As-needed-1-time-First-Aid-Meds-Log.pdf">northernlightsdisciples.org/wp-content/uploads/2024/07/2024-As-needed-1-time-First-Aid-Meds-Log.pdf</a>
MEDS: Scheduled Meds Log ..	<a href="https://northernlightsdisciples.org/wp-content/uploads/2024/07/2024-Scheduled-First-Aid-Meds-Log.pdf">northernlightsdisciples.org/wp-content/uploads/2024/07/2024-Scheduled-First-Aid-Meds-Log.pdf</a>
Discipline Incident Report Form.....	<a href="https://northernlightsdisciples.org/disciplineincidentreport">northernlightsdisciples.org/disciplineincidentreport</a>
Camp Volunteers' Evaluation Form (of the Event) .....	<a href="https://northernlightsdisciples.org/counselorvolunteerevalform">northernlightsdisciples.org/counselorvolunteerevalform</a>
Site Director's Evaluations Form (of Counselors/Volunteers) .....	<a href="https://northernlightsdisciples.org/directorsevalsform">northernlightsdisciples.org/directorsevalsform</a>

### Helpful Links:

Youth & Children's Ministries Manual (7/2024) .....	<a href="https://northernlightsdisciples.org/wp-content/uploads/2024/04/Youth-Children-Ministry-Manual-2024.pdf">northernlightsdisciples.org/wp-content/uploads/2024/04/Youth-Children-Ministry-Manual-2024.pdf</a>
Youth & Children's Safety Policy (2020) .....	<a href="https://northernlightsdisciples.org/wp-content/uploads/2024/04/NLR-Policy-Youth-Children-Safety-Policy-February-2020.pdf">northernlightsdisciples.org/wp-content/uploads/2024/04/NLR-Policy-Youth-Children-Safety-Policy-February-2020.pdf</a>
Waterfront Safety Policy (2021) .....	<a href="https://northernlightsdisciples.org/wp-content/uploads/2021/05/YouthChildrensMinistry-2021WaterfrontPolicy.pdf">northernlightsdisciples.org/wp-content/uploads/2021/05/YouthChildrensMinistry-2021WaterfrontPolicy.pdf</a>
Medical Needs (2024) .....	<a href="https://northernlightsdisciples.org/wp-content/uploads/2024/04/NLR-Policy-Youth-Children-Medical-Needs-Policy-2024.pdf">northernlightsdisciples.org/wp-content/uploads/2024/04/NLR-Policy-Youth-Children-Medical-Needs-Policy-2024.pdf</a>

# INTRODUCTION TO VOLUNTEERING

## *Thank You for Volunteering*

The children, youth, families, and region thank you for volunteering. We deeply appreciate the gift of your time and your talents to help support the Christian Community that we will be building during each and every ministry event we facilitate. May God be with you as you aid in the faith development of all the participants of our ministries.

## *The Camp Manual*

The contents of this manual have come from various regions and conferences of the Christian Church (Disciples of Christ) and the United Church of Christ. In addition to these denominational resources, a number of sections have been pulled from the American Camp Association website [acacamps.org](http://acacamps.org). This manual is meant to be a resource for all those volunteering their service in the Youth and Children's Ministries of the Northern Lights Region.

**The Northern Lights Region's child and youth policies are firm policies approved by the Regional Board. The Child and Youth Safety Policy, Waterfront Policy, and Medical Needs Policy must be adhered to.**

## *The Beauty of Camp*

Being at camp presents opportunities for faith development that are not present in a congregational setting. Being out in a camping environment allows participants to engage, explore, and experience God's creation. Being at camp also means that we are all stepping away from our everyday routines and tasks to intentionally seek after God's presence. Camp facilities help with this by surrounding all involved in evidence of God's creation while also removing those distractions so that we may dwell in the beauty of creation.

Faith development occurs during the whole of camp. Everything that we do at camp provides opportunities for faith development, from opening our minds in small group conversations, to practicing our faith through opportunities to serve. From those quiet moments, soaking in the beauty of creation, to those moments where we build relationships with others who are with us at camp.

Camp goes beyond individual development. It is living faith with others. Each camp or retreat creates a Christian Community that seeks to build a community that the participants may engage with even after the event has come to a close. By providing these instantaneous communities we offer the space for all involved to be supported in their faith journey that either supports or adds to their local faith communities.

## *Youth and Children's Ministry Objectives*

- Grow in an understanding of what it means to be a disciple of Christ.
- Develop a vision of our responsibility as stewards of creation.
- Affirm all as children of God; appreciating our worth and the worth of others.
- Foster an awareness of our relationships to others in the whole created order.
- Experience fully the unique opportunities of the outdoors.
- Have a chance for creative self-expression and play.

# REGIONAL CHILD & YOUTH SAFETY POLICY

## INTRODUCTION

The Northern Lights Region's youth/children's ministries' intent is to provide youth with opportunities for personal spiritual growth and development as well as experiences which minister to mind, body, and spirit.

Child abuse is a problem in our society that affects children and youth of all ethnic and economic backgrounds. The following contains information designed to protect and care for youth/children who are involved in regional youth ministries and to assist volunteers and staff working with youth/children to prevent the harming of those persons during the course of regional events.

The intent of this manual is to reduce the risk of youth/child abuse and to ensure appropriate intervention and reporting if abuse does occur, and also to enable volunteers and staff working with youth/children to provide appropriate care in situations when abuse to a youth/child is suspected or disclosed during the course of a regional youth event.

There are also guidelines and policies which can help adult volunteers navigate injury or illness. These in no way take the place of proactive, responsible medical health by professionals when those needs arise.

## DEFINITION OF TERMS

- a. **Staff member:** Any person in the Northern Lights Region in an official paid capacity.
- b. **Volunteer:** Persons giving unpaid leadership in any of the Northern Lights Region's youth ministries. This does include clergy within the region who are serving as an extension of their calls to their local settings.
- c. **Site Director:** Paid regional staff member or volunteer responsible for overseeing the ministries pertaining to youth and children. One per location.
- d. **Director:** Each age group will have a Director on hand to oversee events.
- e. **Counselor:** One person per every five campers at least five years older than the oldest camper
- f. **Child/Youth:** A person under 18 years of age. May be referred to as participant or camper. *An exception to this is high school graduates just out of school prior to summer camp starting.*
- g. **Abuse and/or neglect:** The sexual abuse, sexual exploitation, or injury (physical, mental, emotional, or other) of a child by any person under circumstances which cause harm to the individual's health, welfare, or safety; or the negligent treatment or maltreatment of a youth/child by any person who is responsible for or providing care to the child/youth under circumstances which indicate that the youth/child's health, welfare, and safety is harmed.

## ACCOUNTABILITY

- a. The Site Director, in consultation with the Regional Minister and President, shall be the final authority for major decisions regarding any youth or children's ministry.

- b. The Director of each event in consultation with the Site Director has authority over their event and recruitment of volunteers.
- c. The event staff and volunteers are expected to adhere to the policies established by the Regional Board of the Northern Lights Region.
- d. Each participant must sign a Covenant of Conduct stating that he/she has read the provided covenant for each event and agrees to abide by them. Should participants be asked to leave an event because of violating any of the stated expectations or covenant, parents/guardians will be responsible for providing their child's transportation home. If the participant's parents cannot be reached, the participant's pastor will be contacted and will be asked to make those transportation arrangements.

## **SCREENING PROCEDURES FOR VOLUNTEERS**

- a. All volunteers/staff or adults participating or visiting events must complete an application before they are accepted into the youth and children's ministries of the Northern Lights Region. As part of the application, two written references are required. One must be from the applicant's pastor, or in the case of clergy, the Regional Minister.
- b. References will be reviewed, evaluated, and used to determine the selection of all volunteers. The selection process will be conducted under the guidance of the Directors and Site Director.
- c. The application and references are to be renewed every three years.
- d. Each volunteer/staff must undergo a criminal background check. Any person found to have been convicted of a sex crime or a crime against a person as defined in the criminal code from corresponding state or federal government, will be denied the opportunity to serve in the ministry program.
- e. All volunteers/staff must attend a training session, in person or by electronic means, where the Child Safety Policy will be discussed, as well as expectations of conduct between volunteers and youth/children which are described in the ministry handbook.
- f. Health and Emergency Contacts and Information must be updated every three years for all volunteers/staff/participants prior to the event start time. This will be updated every three years, or sooner as changes are made.
- g. All records will be handled in confidence and maintained by the Region.

## **GUIDELINES FOR VOLUNTEER/STAFF BEHAVIOR**

The following guidelines serve the dual purpose of protecting the youth/child participants as well as providing volunteers/staff protection from unfounded allegations of abuse.

- a. Volunteers/staff shall not engage in abuse of any kind.
- b. Private one-on-one activities between volunteers/staff and youth/children are not permitted. If individual "counseling" is required, such activity must be done in plain view of other campers or staff.
- c. All persons in leadership positions will exercise deliberate supervision and report observations of suspected abuse to the director immediately. Prompt warnings will be issued where appropriate, and the situation will be investigated and monitored closely.

- d. The director, ministry leader, or Site Director will have the option of dismissing any volunteer immediately for an offense of sufficient gravity. Law enforcement officials will be contacted in any instance of conduct which could be criminally sanctioned.
- e. Volunteer/staff training will include a discussion of reporting procedures.

## **REPORTING PROCEDURES FOR SUSPECTED OR DISCLOSED ABUSE OF A YOUTH/CHILD**

- a. When any volunteer or staff learns of possible and/or disclosed abuse this will be reported immediately to the Director or Site Director. The Director or Site Director will follow up to provide care to the youth/child as appropriate. Should the possible and/or disclosed abuse involve the Director or Site Director, the Regional Minister and President shall be contacted immediately.
- b. When there is reasonable cause to believe that a youth/child has suffered abuse or neglect, the Director or Site Director shall report such incident, or cause a report to be made, to the proper law enforcement agency or to Child Protective Services.
- c. The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect. The report must include the identity of the accused if known.
- d. An immediate oral report must be made by telephone or otherwise to the proper law enforcement agency or Child Protective Services, and upon request, must be followed by a report in writing. Such report must contain the following information, if known:
  - 1. The name, address, and age of the child/youth
  - 2. The name and address of the child's parents, stepparents, guardians, or others having custody
  - 3. The nature and extent of the alleged injury or injuries
  - 4. The nature and extent of the alleged neglect
  - 5. The nature and extent of the alleged abuse
  - 6. Any evidence of previous injuries, including their nature and extent
  - 7. Any other information that may be helpful in establishing the cause of the child's death, injury, or injuries and the identity of the alleged perpetrator or perpetrators.
- e. Regional Minister and Site Director will be apprised of reports made to law enforcement or Child Protective Services.
- f. Volunteers and staff shall receive training in recognizing signs of abuse, and appropriate responses to disclosed and/or suspected abuse, and the regional reporting procedures for suspected or disclosed abuse. Volunteers and staff are not expected to investigate instances of suspected or disclosed abuse, however, this will be reported to law enforcement or Child Protective Services.

## **GENERAL EXPECTATIONS FOR YOUTH/CHILDREN MINISTRIES**

- a. Dates of the ministry event will be communicated to the Regional Office by the Outdoor Ministries Team as early as possible.
- b. Staffing requirements

1. Each event should have a Director or Ministry lead, a person with first aid training, and at least one counselor for every five campers.
2. Each counselor must be five years older than the oldest camper they are to be working with.
3. In the event that a camp or retreat has no director, no individual with first aid training, or less than one counselor for every five campers by ten days prior to the event, the Site Director shall confer with the Regional Minister and President and decide whether to allow that event to proceed.

## **S A F E T Y**

- a. Vehicles brought by participants shall remain parked in designated areas for the duration of the event. Participants and staff are to stay on site at all times unless asked to do otherwise by the Site Director. For sanctioned activities offsite, participants may be transported by a licensed driver 21 years of age or older who can show proof of insurance.
  1. If there is an instance in which a trip is planned as a part of the ministry event, permission slips are necessary for all participants going on the trip.
- b. Participants are to remain in their sleeping units during their rest period and after lights out, except to use restrooms with a counselor's permission. All sleeping units will have an assigned volunteer/staff person who shall be in that sleeping unit. Participants will not be allowed to sleep in any area without a volunteer/staff present.
- c. Participants must stay in the areas designated by their leaders. Raiding of another group's area will not be tolerated.
- d. All injuries must be reported to the designated first aid person at the earliest possible time.
  1. The designated first aid person must document all injuries and treatment given.
  2. The record of treatment and injuries will be submitted to the Regional office at the conclusion of the event.
  3. Parents should be notified if there is any question as to the seriousness of the injury.
  4. Any life-threatening situation or behavior should be communicated to the parents.

## **R E G I O N A L   Y O U T H   C O U N C I L   ( R Y C )**

- a. The RYC shall consist of no more than 16 youth with a preferred equal representation from each area of the region.
- b. Interested applicants shall submit an application for the position, including two recommendations, one from their pastor and another of their choosing outside of their family.
- c. Youth eligible to serve shall have completed at least 9th grade and finish their time in RYC after the summer of their High School graduation.
- d. The RYC shall be responsible for planning and implementing the winter retreat and to serve as leaders and representatives of their peers in other Regional events.
- e. The RYC adult sponsors do fall under the volunteer guidelines as they are listed above.

# POSITION DESCRIPTIONS & RESPONSIBILITIES

## DIRECTORS

### *Requirements:*

- Active member of a Christian Church (Disciples of Christ) Church within the region.
- Exceptions to this requirement will be made by the Outdoor Ministries Team and Regional Minister.
- Current (last 3 years) volunteer application, with two completed references.
- Current (last 3 years) background check, conducted by the region.
- Current (last 3 years) health and emergency contact and information.
- Current (annual) volunteer training as decided by the Outdoor Ministries Team Chair.

### *Expectations*

- Follow this manual's guidelines and policies.
- Recruit and train counselors within provided requirements.
- Use the curriculum provided by the Outdoor Ministries Team.
- Submit evaluations and reports to the Region (due two weeks after camp ends).

### *Regional Support*

- Provide names of potential counselors.
- Conduct a regional camp training before camp.
- Provide completed camp registration forms prior to the start of camp.
- Notify of any special needs and concerns that campers and counselors list on forms.
- Provide resources and options in the case of crisis, emergencies, major changes and/or decisions.

## **Responsibilities**

### *Establish Camp Purpose and Objectives*

Come up with an event purpose and objectives within the region's objectives. These should provide the expectations of your counselors and provide insight into what is hoped for during camp.

### *Set the Tone*

Work in thoughtful and intentional ways to create an atmosphere for learning and relationships throughout camp. Creating a relaxed environment will have a positive influence on all participants.

### *Set the volunteer training*

In addition to the required annual training, each Director is responsible for organizing training times for the counselors under their care. These trainings should provide opportunities for the counselors to get to know one another, plan for the camp, and go over the regional safety and health policies. The Site Director can be utilized in facilitating these trainings at the request of the Director.

### *Direct Counselors*

The Director is responsible for overseeing and supporting the counselors. This can be done in counselor meetings, scheduled during a time in which camper supervision is ensured. Late night staff meetings are discouraged.

#### *Work with Camp Management*

Confer with camp management about special activities and mealtimes. Let management know of changes in the schedule. Check facility conditions, with a camp manager, before and after camp.

#### *Coordinate with Kitchen Staff/volunteers*

Go over mealtimes, review food allergies, and inform kitchen staff of any events utilizing the dining area. Make sure all participants are in the dining room during the established mealtimes.

#### *Sending a Camper Home*

Notify the manager, region, and the camper's emergency contact if a camper must go home. In cases of discipline or major illness, have the camper's pastor help in calling the emergency contact if necessary.

#### *Make Decisions*

Crisis, emergencies, and major changes arise during the course of many events. There may be a variety of suggestions as to solutions, but ultimately, the directors must make the final decision.

#### *Make Midweek Report*

Report final number of directors, counselors, male participants, and female participants to the region by Wednesday afternoon for summer camps, and end of event for weekend retreats. This information is for insurance purposes and facility compensation.

#### *Complete Administrative Details*

A facility clean-up should be part of the whole event's last day activities. A check should be made with the manager about any forms and reports. Turn in regional reports two weeks after the event ends.

#### *Oversee Moments of Giving*

The region recommends that every camp have a way in which the camp program can give back in stewardship. Stewardship practices are an important part of one's faith development. This can happen through camp offerings to finding ways to care and give back to the facility through mission projects. All offerings go to camp scholarships unless otherwise designated.

#### *Event Cancellations*

Cancellation of an event will be decided upon by the Region. Contact the Site Director if you feel an event needs to be canceled. You may be asked to help the Region notify the participants of the decision.

### **Finances**

Our camp ministry program is self-supporting. There are no regional funds available if the ministries lose money. Spend enough to have a good event but stay within expense guidelines.

#### *Program Expense Guidelines*

A ministry's expense budget equals the expected number of campers multiplied by \$10.00. This amount covers training, administration, and supply cost.

*Check Before Purchasing*

The Region may have leftover supplies from previous years. Check the supply storage before buying. Expendable materials and equipment may be saved and shared with future events.

*Utilize Permanent Supplies*

Permanent supplies, such as recreational equipment are purchased by the facilities. Additional equipment needs can be brought by you to camp.

*Travel Expenses*

If you choose to ask for reimbursement, this needs to be figured into your expenses. Most volunteers donate travel as a gift. Travel can be reported for income tax purposes, at the IRS rate.

*Support to Smaller Camps*

Should you not need to use your entire allotment, particularly if your event is large, it will be a gift to help budget needs of small events.

**See Appendix V for the Summer Camp Checklist and sample camp letter.**

# COUNSELORS

## Requirements

- Active member of a Christian Church (Disciples of Christ) congregation within the region or part of a General Ministry of the Christian Church (Disciples of Christ). *Exceptions to this requirement will be made by the Site Director in consultation with the Outdoor Ministries Team and Regional Minister.*
- Current (last 3 years) volunteer application, with two completed references.
- Current (last 3 years) background check, conducted by the region.
- Current (last 3 years) health and emergency contact and information.
- Current (annual) volunteer training as decided by the Outdoor Ministries Team Chair.
- Attend training and stay the whole time of the event.
- Review curriculum before training and before the event.
- Keep the Director informed of participant concerns or incidents.
- Follow the procedural policies of the Region and the facility.
- Serve as a small group leader and help facilitate worship and activities.
- Adhere to safe boundaries between self, participants, and other staff. (See Child Safety Policy).
- Ensure the safety of the campers under your care.

## Expectations

## Responsibilities

### *Participate in Training*

Prepare for and attend the training sessions. This will strengthen your counseling experience. Share questions, observation, or suggestion during training sessions. This will strengthen everyone.

### *Engage with Youth*

Plan to have meaningful engagement with participants. Counselors spend most of their time with the participants. Plan to be with the participants during large group activities and small groups, interests groups, and even in-between.

### *Participate in Cabin Life*

You will share a room with participants. You will bunk with a group during the night, help them with cabin cleaning, and relax in the cabin with them at appointed times.

### *Bring Enthusiasm*

Expect a meaningful experience, your attitude will affect participants. Support young people and partner with other adults in caring for them. Show them Christ's love by your words and actions.

### *Know Where Your Campers Are*

It is your responsibility to know where the campers under your care are throughout the entire program. This does change over the course of the week between small groups, cabin groups, and special interest groups. During any activity through camp, for each camper there should be at least one adult who knows their location.

## **Small Groups**

### *Bring Curiosity*

Curiosity provides more to a group than an abundance of knowledge. A basic reading of the lesson offers enough to work with. Bring wonder and inquisitiveness to a group over additional research.

### *Grow Together*

Awareness of personal insights can stimulate learning. Thriving small groups involve everyone growing together throughout the week. The whole group always knows more than the individual.

### *Support Each Other*

Be sensitive to the energy level and feelings of your group. Recognize that each person may have different learning styles. Work as a team and back one another up during each small group session.

### *Allow Movement*

Learning benefits from movement. Sitting for long periods of time can stagnate bodies and minds. Activities like games provide increasing blood flow to the brain, release stress, and relax bodies. Hikes also provide opportunities to engage the campers in different ways and a change of scenery.

### *Stimulate Discussion*

Open-ended questions facilitate discussion. These questions require more than yes or no answers. They honor a variety of opinions. Invite each person in the group to share something.

### *Promote Learning*

Individuals learn best when they discover truths. Provide opportunities to learn from each other. Long lectures can overwhelm a group. Instead, try to involve the senses and creativity in lessons.

### *Value Diversity*

Encourage differing views. Foster listening by having individuals paraphrase what others shared. Provide opportunities for invitations into the discussion. Have those who share ask others to share.

### *Appreciate Contributions*

Honor each individual's involvement. Thank each person for sharing their voice or their presence.

## **Cabin Supervision**

- Counselors must stay in cabins with campers at night.
- Cabins must have a counselor present during rest times.
- Campers must sleep in cabins in which a counselor present, unless for a planned sleep out.
- Clear cabins to ensure all campers are out and joining in activities.
- Clean cabins during the event and oversee clean up during check-out.
- Enforce 'lights out' in which participants are expected to be in their bunk and quiet.
- Report damage and graffiti to the director; so they can inform facility management.

# CAMPERS

## Responsibilities

### *Do No Harm*

Possession or use of tobacco, alcohol, marijuana, illegal drugs, unprescribed medications, knives, firearms, fireworks, or items intended harm will lead to being sent home from camp immediately.

### *Dress Appropriately*

Dress for the temperature, activity, or event. Wear appropriate shoes to avoid injury. Only wear swimming suits at swim time. Wear light-colored, breathable clothes during the heat of the day. Campers are expected to wear clothing that contributes to mutual respect and gender equality.

### *Travel Together*

Be at the group or event when it is scheduled. If you must go to the bathroom or back to the cabin for something, ask the counselor and have another camper travel there with you. Return quickly.

### *Stay Safe*

Swim or hike, at the set times, with a counselor and another camper present. For swimming an on duty lifeguard is required. Stay where you are if you get lost. This will help you be found.

### *Keep Tidy*

Pick up after yourself. Don't leave personal items in the bathroom or showers. Do not use others personal items, without specific permission. Do not damage the facility property or other's property.

### *Expect Support*

Look to the directors and counselors for support. They will listen to campers needs and fears. They are at camp to support you and help you have a positive experience at camp.

### *Be Night Wise*

Use flashlights when walking at night. Be aware but not afraid of new night noises: frogs, insects, and various animals. Know which bunk is your counselor's in case you need help during the night.

### *Participation*

Each person has options as to how they participate in various activities, but this does not mean campers can decide to not be present when an activity is taking place.

# ALL CAMP

## Responsibilities

### *Stay Well*

Drink eight cups, at least eight ounces each, of water a day to avoid head and stomach aches. Avoid poison oak/ivy. Wash fully upon contact. A camp nurse will distribute medications at meals.

### *Keep Cool*

Keep sunscreen on, even when cloudy. Use insect repellent, especially in the morning and evening. Wear a hat. Walk to stay cool. Watch your step at night by using flashlights.

### *Care for Camp*

Reduce, reuse, and recycle. Sort waste. Pick up litter. Do not bring gum, candy, or food into cabins. Store food in a designated place in the dining hall and distribute during snack times or free times.

### *Check-Out Equipment*

Recreation equipment may be checked out by the director or by designated individuals. The group will be responsible for all equipment used.

### *Be Prepared*

Pay attention to safety and emergency procedures. Know what to do in the case of a fire or severe storm. Report to a counselor on the way to the designated gathering spot for the incident.

### *Leaving Camp*

Campers and counselors are expected to remain on the grounds for the entire camp. No one should arrive late or leave early without prior authorization from the Director. No one should leave without specific arrangements with directors.

### *Pack Smart*

Electronic games, devices used to view shows/movies, and other electronics should be left at home.

### *Avoid Driving*

All cars should remain parked for the whole event. Use of cars must have the director's approval.

### *Cellphone Limits*

Calls are for emergency use only. Cell phones are allowed as cameras and at "cabin time" only. Campers are not to use cellphones to make calls, text, or use any form of social media at camp. (This may be left up to director discretion)

### *Send Mail*

Turn in outgoing mail in the dining hall at breakfast to the director.

### *Attend Right Camp*

Campers must attend the camp program that is designed for their grade level.

### *Respect Each Other*

Directors, counselors, and campers need to be respected. Respect each other and those in charge of running of the camp. If a problem should arise, confrontation in front of campers should not occur.

*No Visitors*

The only visitors will be those invited prior to camp by the director(s).

*No Pranks*

Pranks are not tolerated. Those who may be involved in such activities will be sent home. Activities that single out, embarrass, or humiliate are not allowed. This is too close to “hazing.”

*No Weapons*

There is no need to have guns or large knives, or other items considered to be weapons at camp.

*Curfew*

Each camp will set its own curfew.

# TRAINING

The region urges camps to have training sessions. Set the dates of training as early as possible. Training session set for the evening before camp should only be used to finish getting ready from the groundwork that has already been laid in previous trainings.

## **Spring Training**

### *Share the Vision*

Go over the camp schedule and other materials. Walk through the elements of a typical day. Distribute curriculum and highlight important sections.

### *Build Connections*

Spend time doing group building. Use elements from the curriculum to aid this. Share aspects of the tradition and stories of the people who've come to the camp in the past.

### *Engage Expectations*

Spend time dealing with everyone's expectations for the camp using the following questions

- What I expect from the week of camp?
- What I expect from the campers, counselors, and directors?
- What do the churches/parents/campers expect from the week of camp?

### *Small Group Pairings*

Announce small group leader pairings. Allow time for small group leaders to connect with each other. Small group leaders can assess their strengths and weaknesses using the questions below.

- What am I good at doing?
- What would I like help with?
- What am I passionate/not passionate about?

### *Offer Closing Thoughts*

Open up a time for thoughts, questions, and suggestions before leaving.

## **Between Training**

### *Staying Connected*

Keep in touch before camp. Sharing a devotional related to the camp curriculum a few times in the month leading up to camp to help build cohesion between directors and counselors.

## **Location Training**-immediately before camp

### *Meet with Camp Management*

Meet with camp management about health, safety, facility rules, and other expectations. Cover risk management and first aid procedures.

### *Management Communication Expectations*

Counselors should know that any communication concerning the use of camp materials and equipment and changes in schedule should be conveyed through the director to camp management.

### *Review the Schedule*

Go over the final camp schedule. Review any major changes since the first counselor meeting.

Distribute schedules for camp responsibilities like grace, facility responsibilities, campfire, and worship.

### *Review Responsibilities and the Child Safety Policy*

Review the position descriptions and responsibilities. Review the Child Safety Policy if not already covered in a previous training.

### *Prepare for the Campers*

Arrange tables in dining hall for eating. Post copies of the schedule for the campers in the dining hall and other relevant areas. Allow small group leaders to review forms for their campers.

### *Pray and Relax*

Pray for each other, for the campers, and camp. Allow for time to relax and to get to bed early.

## **HEALTHY BOUNDARY GUIDELINES**

### *Respect Privacy*

Counselors and directors must respect the privacy of campers in situations such as changing clothes or taking showers. Intrude only to the extent that health and safety requires and knowledge of another person. Counselors and directors should also protect their own privacy in similar situations.

### *Respect Boundaries*

Counselors must respect the physical and emotional boundaries of youth and children. Hugs should be in the form of “side-by-side” or “A-Frame”. Be aware of any physical contact with campers. Always err on the side of caution. Conversations with campers should be free from sexual innuendos. What you may perceive as harmless, can be perceived as threatening, or initiating unwanted relationships.

### *Appreciate Diversity*

Campers come from a variety of backgrounds and home situations and there may be many circumstances of which you are not aware that will lead them to interpret physical contact in a variety of ways.

### *Report Concerns*

If you notice any contact between counselor and camper that seems inappropriate to you – immediately speak to your directors. Counselors should also be aware of the messages they are sending to campers with counselor-to-counselor physical contact.

### *Confidentiality*

Through the course of the ministry programs, there may be moments where confidentiality, from small group conversations to the sharing of private information between individuals. While in most circumstances confidentiality is a good thing to hold and honor, there are those moments when it is important to disclose important information to the proper authorities. These are the moments in which abuse, neglect, or the safety of others is in jeopardy. If a camper comes to you asking if you will keep a secret, it is important to disclose those times in which it is not proper to keep that secret.

# DISCIPLINE

Discipline is an important and necessary aspect of camp life. It basically means maintaining individual and group cooperation so that camp goals are accomplished.

## *Prevention First*

Directors and counselors should strive to preempt negative behavior. Increased supervision, building relationships, and being respectful can keep problematic behavior from fostering. Also, redirecting the misbehavior through activities or conversations may help prevent the opportunities for the need of discipline. In addition, the leader's proximity can also prevent unwanted behavior.

## *No Abuse*

Directors and counselors may not ever, under any circumstance, strike, hit, push, shake, use verbally abusive, degrade, threaten, insult, or shame campers as a method of punishment.

## *Seek Help*

Counselors should feel free to seek help from a director if they feel particularly challenged by the behavior of a camper. Directors might consider reaching out to the camper's pastors for guidance.

## *If a Behavior Problem Develops*

- Remind campers of the covenant they signed.
- Try to discover the cause of the problem. Every problem has a cause that is not the problem itself. Active listening can be used to "get to the bottom" of things. Active listening means giving feedback to the speaker in order to check the accuracy of what you heard. You do this by stating in your own words the message as you heard it. A good active listener will use body language clues as well as spoken words to get the true meaning of what is said.
- Don't give advice. Encourage self-reliance and accomplishment. Don't do for campers what they can do for themselves. For little ones, express a "you can do it!" attitude and help them to do it right. Then follow through with praise. For older ones, treat them as adults and compliment them for jobs which are well done (cabin cleanup jobs, craft projects, etc.).
- For a child who is always doing something wrong, ignore misbehavior as much as possible in group settings, otherwise the youth's camp experience may be one of negative experiences where they are overseen by dissatisfied and rejecting adult authority figures. In private, help the child see the self-defeating cycle of behavior, and choose alternative responses to problems.
- Always be on the lookout for an opportunity to praise and compliment. Even the seemingly proud and boastful child needs it. Pride or boastfulness can be a cover for low self-esteem.
- Be extremely fair when giving out any form of discipline.
- Give directions, rules, or expectations vary clearly. Children, especially those who misbehave, often do not hear or do not understand what is really expected. Some disobedience is actually a hearing or attention problem.

- Never use physical force. When children sharply disagree, they often try to settle it with a physical fight. "Might makes right" is their false value system. A frustrated counselor may want to sink to that level, too. Don't. It is never acceptable for an adult to strike a child.
- Be with a child, never against them. Make a conscious effort to surround and approach every problem or child in such a way as to be clearly on their side. For example, you might say to the child (C) in a low and confidential tone: "C, you're a strong kid, and the other kids would like to have you as a friend, but you have to treat them right. By shoving them around and always trying to get your own way, you are causing the others to turn against you. I don't want that to happen. What do you think you could do to earn their respect and friendship?" You are with him and on his side, but not approving his behavior.
- Encourage responsibility. In private, help children see the results of actions. Gently, but firmly, make them take responsibility. Suggest or ask them for alternative ways to behave and react.
- Separating a child from the group is sometimes a needed discipline tool. When this is done, help the child understand why he/she is being separated - that you cannot allow them to disrupt this special time for others.
- Help children avoid being disciplined by guiding them away from conflicts and problems. Keep campers who are causing problems from other campers who always cause conflict. Seat them on the end of a row. Put their bunk near yours. Assure success as much as possible. "Head them off at the pass" if they are going toward trouble. Work with them in this, and you will be their friend. If there are two campers who constantly cause distractions, have one counselor sit between them.
- Always be there. Most problems between campers arise because the counselor was not there. Lack of supervision is a major cause of accidents. Be where the campers are. This one principle will solve many, many problems.
- Never use ridicule, sarcasm, or negative jesting to discipline. They will destroy your relationship and destroy the child's self-image. Even if your frustration factor is running high, don't use these.
- Use I message. These can help you identify your own position without accusing others. To use "I messages", the speaker can use the statement "I feel \_\_\_\_\_ about \_\_\_\_\_ when \_\_\_\_\_." "I-messages" are less likely to provoke resistance, anger, or resentment than are accusations.
- Respond to feeling as well as fact. Every message contains both a feeling part and a fact part. The feeling part may be nonverbal, but it is generally more important to respond to the feeling than it is to respond to the fact. Responding to the feeling part of the message opens up communication so the speaker can continue to deal with his/her feelings. The listener may use the statement "It appears that you are feeling \_\_\_\_\_," to reflect the speakers' feeling message.
- Deal with behavior rather than personality. Try to be as objective as you can, describing what the camper did that was against the rules or that made you angry.
- If you make a mistake, admit it and apologize.
- Don't make threats.
- As a last resort If campers break rules set by the Regional Youth and Children's Ministry, Directors can send them home if they feel it would be to the benefit of the camp. This is not a threat to be made and is always the call of the director.

# HANDLING HOMESICKNESS

*Taken from the American Camp Association (Helping the Homesick Camper by Nathaniel Shed)*

For campers of any age, attending an overnight camp for the first time can be cause for a case of homesickness—a normal and reasonable reaction to separation from home and coping with unfamiliar surroundings. From my observations, it is best understood as a temporary state of anxiety caused by missing family, pets, and rituals that bring comfort and stability to a child’s life. A second component to homesickness, however, is equally important. This is the strange newness of residential camp life that can cause anxiety in a camper who perceives they do not fit in. They may not like or understand camp life, with its traditions, group activities, cliques of returning campers, and zaniness. Or they may feel alienated by new foods, use of a group bathroom, or darkness. The overriding concern is apt to be “Will I make friends?” As you know (and may have experienced yourself as a camper), some campers are sad and/or anxious during the first few days of a camp session. They can display these feelings outwardly with words and tears, or inwardly by staying outside of the circle of activity and remaining quiet. Before discussing ways to ensure that campers are able to complete the camp session, I should clarify that I’m cautious about giving advice or listing a set of inflexible steps to help end homesickness. Each camper brings to camp a unique nature and history, and each of you, as camp counselors, have your own special way of interacting with youth who have not settled easily into life at camp. Please view the suggestions here as a complement to your own intuitive style. Experience leads me to believe that there are some highly effective ways of steering a homesick camper toward a pathway into the camp community. These thoughts are not linear steps that need be followed in any particular order. Rather, I offer a few thoughtful touchstones that you can consider when interacting with a homesick camper.

## **Do Your Research**

Once you’ve ascertained a camper has persistent homesickness, do your best to find out from the director, program director, and/or fellow staff members as much as you can about the camper. Try to learn about their hometown, family, favorite game, sport, etc. These will be helpful starting points for a one-on-one conversation. Of course, you’ll also get crucial information from the camper by asking questions about home, siblings, pets, and interests in sports, music, reading, or movies; and perhaps probe to see if a divorce, or death in the family, or another situation at home may be the underlying cause of sadness or anger.

## **Walk and Talk**

Try taking a walk with the camper away from the rest of the campers in a location that is at the same time private and in view of others. You are about to have a supportive and caring interaction, so the location is very important. Consider not using the camp office, health center, or a cabin. I have found that walking around camp is the best option for putting a camper at ease, and the physical act of walking reduces the stress the camper is facing. Do maintain a good line of sight to other campers and staff so the camper feels safe being part of a one-on-one conversation.

## **Give Options**

When you give a camper options, it allows them to feel in control of a situation. This is helpful because most homesick campers feel they have limited options. Here are a few questions you could ask (you can come up with your own as well):

- “Do you want to walk around the field, or do you prefer to sit under this tree?”
- “Do you need to cry some more, or are you ready to talk a little?”
- “Do you want to have a snack from the kitchen, or shall we get a stuffed animal from your cabin?”

## **Try an “Up and Out”**

Hear the camper and be understanding of how they feel. It is good to get to a place where the camper can stop crying or being angry, and begin to let go of some of their emotional distress and/or sadness.

Sometimes it works to sit next to the camper and ask them to breathe slowly and evenly with you. Let the camper cry, offer them a tissue, and let them cry some more. Keep using the deep breathing to help the camper slowly calm down. Sometimes, if the timing is right, an “up and out” will work with a camper. This is a silly or imaginative question or task, a positive or humorous distraction that can take a camper from a bad place to a clearer state of mind. An “up and out” can be a question (or directive) like:

- “If you had five cats, what would you name them?”
- “What item would you never put in a freezer?”
- “Try and spell your name backwards.”

## **Overcome the Mantras**

Two phrases often dominate the homesick camper’s mind: “I want to go home,” and, in some cases, “My parents said they would pick me up if I didn’t like camp.” I call these “mantras” because the camper has convinced themselves that going home is the only option. It is your role to change this thinking and, with persistent, multiple strategies, to set a new course for a different outcome. Try saying something like this: “Before you think about going home, you’ll need to spend some more time getting to know your cabinmates, and you have to take part in some of the terrific camp programs.” Or, “For any camper to leave camp, we need to first get permission from the camp director, and we also need to talk with your parents.”

## **Buy Time**

Because, in most cases, the camper has not experienced the joy of camp life and all the excitement yet to come, you will need to get the camper to agree to stay at camp and give it a try. Here’s one option: “Please give me and Camp Firewood a chance. We’ve talked about some of the things that you like about life at camp. How about taking the next 72 hours to try to enjoy camp and get involved with X activity and Y program?” Try not to make any promises you can’t keep, and do not offer a bribe to change behavior. You can offer incentives such as, “If you have a good day and participate in X program, I’ll tell a special story to your cabin tonight,” but don’t tell a camper they will get to go home if this or that happens.

## **Continue to Show Interest**

Homesickness can be varied and unique, you’ll need to delve deeper to understand a camper’s specific struggles. Perhaps ask:

- “What are some of the things that trigger your sadness or homesickness?”
- “What time of day are you the most worried or sad?”
- “What memories of home and family make you feel sad or alone?”

It is important that you learn what is special and good about this camper. Ask questions and listen with a minimal amount of feedback or comments. For example:

- “What did you like about the day camp you went to last summer?”
- “Why do you think your parents wanted you come to camp?”
- “What are you worried about or scared of?”

These kinds of questions can sometimes bring back sadness and tears, and that’s OK. Crying is an important part of letting go and healing. So take the time to just sit with and support the camper, and let them cry. Sometimes it is a comfort to just be still and quiet until the camper has had a chance to gather their thoughts.

### **Tell a Story**

When the time is right, tell a positive story about a young person who was able to move from sadness to contentment. Your story can show a camper who is struggling that homesickness can be a good thing. I use narratives like this: “A few summers ago, I sat at this very picnic table with a camper named Jason, who desperately wanted to go home. When we were walking back to the playing field after talking, I asked him to say three nice things to three people at camp. First, to my surprise, he said three nice things about me; then we saw his counselor, Dave, whom he also paid three compliments. Then I said, ‘You’re on your own! Go find a camper and say something nice.’ I don’t know if he said three nice things to another camper, but a few minutes later, I did see him playing tetherball.”

Weave into the story the idea that it takes strength to get over homesickness (Thompson, 2012): “This is a terrific step for you because you’re learning ways to make what feels like a bad situation better.” You can also ask the camper to talk about what they have done to get over a hardship or crisis at school or at home. If they have trouble answering, offer another story about overcoming a hardship. Storytelling is effective because it provides a powerful example of the courage it takes to create one’s own pathway to well-being at camp — or in life!

### **Encourage More Participation**

Close your one-on-one time with the camper by making a plan for them to transition into camp life. Help the camper come up with three or more actions they will take during the next few days to extend themselves into camp life. Then have them complete one of the steps right away. If the camper remains reluctant, try having them tell the cook that the pancakes at breakfast were great, or ask them to volunteer for a chore. When a camper is able to give praise and/or help others, it is very hard for them to stay sad or feel lonely.

To ensure success during the camper’s adjustment, share the camper’s issues and the plan for getting them more involved with your fellow counselors, activity leaders, and camp leadership so they can keep an eye on the camper too. Consider asking one or two of the more mature campers to help draw the homesick camper into camp life. This may require you to facilitate. Ask them to invite the camper to sit with them

during lunch or to see if the camper would like to learn how to make a friendship bracelet, etc. However, you should not encourage the other campers to counsel or advise the homesick camper.

### **Stay Connected**

Follow-up is reassuring. Make sure you discreetly check in with the camper at likely homesick times. These trigger times are apt to be rest hour, times between programs, after dinner, and bedtime. Keep camp leaders and the camp nurse up to date on any progress or emotional setbacks. If you have a day off coming up, ask at least one other staff person to take over your supportive and loving role.

Be aware that from the time you first reach out to a homesick camper, you are taking responsibility for compassionately guiding that camper from distraught to embracing camp life. You will find that the vast majority of homesick campers will respond positively when you learn about them individually, choose an appropriate setting to talk, give options, change the focus, ask questions, tell stories, and stay connected. The caring and careful guidance you offer to homesick campers this summer can help to ensure that they have a rewarding and life-changing experience in this and future summers.

# MEDICAL NEEDS

## MEDICAL TREATMENT

If advanced medical treatment is required, use these steps to guide you through the steps.

- Director and an adult should accompany camper or counselor to the hospital or medical facility.
- If possible, contact the parent or guardian before transporting camper or counselor.
- Make sure you have the camper's or counselor's medical information and insurance information. The camper's insurance is the primary insurance. This should be made clear to the parent or guardian.
- If the hospital request insurance information beyond the camper's insurance. Please contact the regional office for the regional insurance information.
- Complete a Medical Incident Form and keep it with your report information.
- Contact the Site Director to keep them informed.

## YOUTH & CHILDREN MEDICAL NEEDS POLICY

### Basic Infection Control

Most youth events take place without any major medical issues. That said, directors, camp staff, parents/guardians, and campers can work together to reduce the spread of contagious medical issues that arise at these gatherings. The shared living conditions at these events create a necessity to work to prevent the spread of respiratory, gastric, and parasitic ailments. Many of the risks associated with the spread of these health issues can be reduced by requiring parents to keep sick kids home, encouraging hand washing, especially before eating, having a staff member with basic first aid or medical training present at youth events, and temporarily isolating and sending home symptomatic campers or staff when necessary. If enough campers or staff become sick, it might become necessary for the site director to decide to end the event early. In some instances, like after suspected food poisoning or a 24-hour bug, the site director and medical person can determine whether to allow attendees to return if they are asymptomatic without medication for at least 24 hours.

Event Registration Forms and Welcome Letters should communicate to parents the need to keep campers at home when they are sick. In the case of sickness, a full refund of registration costs should be available and clearly stated on the Registration Forms and in Welcome Letters. Registration Forms and Welcome Letters should encourage families of attendees with chronic allergies to start allergy medications in the weeks leading up to an event and should send allergy medication with their attendees to the event. Registration forms should encourage families to document their attendees' basic health history and encourage families to inform the medical person at the event of any significant concerns.

Along with basic over-the-counter medication, medical boxes at events should include masks and COVID-19 tests. Mask-wearing should be strongly encouraged if attendees develop an uncontrollable cough or runny nose. If an attendee develops COVID-like or allergy-like symptoms but has no known history of chronic allergies, the event medical person should test the attendee for COVID-19. If the attendee tests positive,

they should be temporarily isolated, and families should arrange for them to get picked up from the event. If the attendee tests negative, a follow-up test should be done after 24 hours. If there is any sort of public health outbreak, each camp will follow the guidance of their respective public health agencies.

### **Infestation Infection Control**

While head lice and bed bugs do not transmit disease, they can be a significant nuisance in camping environments. Volunteers need to respond to these infestations quickly to prevent the spread to other attendees. Attendees with lice will need to be isolated and sent home, and attendees with bed bugs will need to be treated and be relocated to a different cabin.

Parents may get upset or angry when they learn their child has head lice. But having head lice is common and has nothing to do with good hygiene or parenting. In fact, good health and hygiene habits or a clean house have nothing to do with it. Staff should discourage attendees from making negative comments about any attendee who is found to have lice.

If live lice are discovered at an event, preserve the lice on a piece of scotch tape doubled over itself. Document on the first aid report who found the lice and when. The attendee should be temporarily isolated and arrangements must be made for them to go home. While schools have eased up on allowing kids to return to school after treatment, the closed environment of overnight events increases the risk of spreading lice. If an attendee must be sent home because of lice, please let the region know immediately. If you suspect that someone in your camp has been bitten by bed bugs, thoroughly examine crevices in walls, mattresses, and furniture. You will need to perform your inspection at night when bed bugs are active. Be sure to work with your camp healthcare staff. Generally, the redness and itch associated with bed bug bites usually go away on their own within a week or two. Treatments to speed the recovery might include a skin cream containing hydrocortisone or an oral antihistamine, such as diphenhydramine (Benadryl), if a skin infection develops from scratching bed bug bites, a doctor may prescribe an antibiotic. If bedbugs are found at a campground, please inform the campground, make arrangements to stop using the part of the facilities where bed bugs were found, and please let the Regional Office know immediately. Please see the current Northern Lights Region's Youth & Children's Ministries Manual for more information concerning lice and bed bugs.

### **Medical Treatment**

If advanced medical treatment beyond what the medical person at an event can provide is required, use these steps to guide you through the process.

The director and at least one other adult should accompany the event attendee to the hospital or medical facility. If possible, contact the parent or guardian before transporting the event attendee. Make sure you have the attendee's medical information and insurance information. The attendee's insurance is the primary insurance. This should be made clear to the parent or guardian. Complete a Medical Incident Form and keep it with your report information. Please contact the site director and keep the region informed.

*Medical Needs Policy approved by the Regional Board, March 2024*

# LICE AT CAMP

*Information adapted from American Camp Association and CDC websites.*

## What are lice?

Lice are parasitic insects that can be found on people's heads and bodies, including the pubic area. Human lice survive by feeding on human blood. Lice found on each area of the body are different from each other. The three types of lice that live on humans are:

- *Pediculus humanus capitis* (head louse)
- *Pediculus humanus corporis* (body louse, clothes louse) \*Only the body louse is known to spread disease.
- *Pthirus pubis* ("crab" louse, pubic louse)

Lice infestations are spread most commonly by close person-to-person contact. Dogs, cats, and other pets do not play a role in the transmission of human lice. Lice move by crawling; they cannot hop or fly. Both over-the-counter and prescription medications are available for treatment of lice infestations.

Head lice do not transmit disease but are a nuisance. Parents may get upset or angry when they learn their child has head lice. But having head lice is common and has nothing to do with good hygiene or parenting. In fact, good health and hygiene habits or a clean house or school have nothing to do with it.

## Prevention & Control

Head lice are spread most commonly by direct head-to-head (hair-to-hair) contact. However, much less frequently they are spread by sharing clothing or belongings onto which lice have crawled or nits attached to shed hairs may have fallen. The risk of getting infested by a louse that has fallen onto carpet or furniture is very small. Head lice survive less than 1–2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the scalp.

## Live Lice at Camp

If live lice are discovered at camp, preserve the lice on a piece of scotch tape doubled over itself. Document on the first aid report who found the lice and when. While schools have eased up on their policies of allowing children and youth to continue attending school, the closed and confined environment of the camp setting increase the risk of spreading lice. Due to this increased risk, campers found to have live lice must be sent home and not allowed to return to camp for the remainder of the event. If a child must be sent home because of lice, please let the region know immediately.

# BED BUGS AT CAMP

*Taken from the American Camp Association.*

Every year, the American Camp Association Camp Crisis Hotline receives calls from camps having questions about bed bugs. Either they have detected signs of bed bugs or they are preparing for an infestation—should it occur—and want some advice. Camps are looking for resources, guidelines, and products to help. ACA shares our lessons learned from years of helping camps:

## Top Five Tips for Camps

1. **UNDERSTAND:** Become knowledgeable about bed bugs, their prevention, treatment, and abatement. Check out this [Camping Magazine article](#), [Over 201 Things to Know About Bed Bugs](#).
2. **INSPECT:** If you suspect that someone in your camp has been bitten by bed bugs, thoroughly examine crevices in walls, mattresses, and furniture. You will need to perform your inspection at night when bed bugs are active. Examining during the day most likely will not be useful. Tips on how to identify bed bug infestations are provided below.
3. **ABATE:** If your camp is infested with bed bugs, understand that eliminating them can be a very difficult process because bed bugs hide so well and can live for months without eating. Consider all the options (quickly) before deciding on your plan of action. Recommendations are listed below and range from those you can do yourself to those that must be completed by a licensed professional.
4. **TREAT:** Understand that bed bugs, while gross and irritating, according to the Centers for Disease Control and Prevention, they do not transmit disease. Treatment of those who have been bitten can usually be handled by your on-site health care staff. However, there are situations where those afflicted should see a doctor. See below for more information.
5. **PREVENT:** Be very wary of accepting secondhand items such as mattresses and upholstered furniture. Examine any secondhand item very carefully and don't use if not in exceptional condition.

## Overview of Bed Bugs

Bed bugs are reddish-brown, oval, and flat—about the size of an apple seed. Bed bugs are insects; more specifically, they are "True Bugs," which have piercing mouthparts that in most species are used for feeding on plants. Unfortunately, there are some species of bugs with mouthparts that have been adapted to feed on human blood while inflicting very little pain (most never feel the bed bug feeding). Eggs are white and about 1 mm long. The nymphs look like adults but are smaller. Complete development from egg to adult takes from four weeks to several months depending on the temperature and amount of feed available.

## Bed Bug Facts

- Bed bugs are flat, wingless, and about 1 mm long.
- Bed bugs don't care if a home is neat or messy, only that people--their food source--are near.
- They have six legs and are shiny reddish-brown, after feeding on human blood, they appear dark brown and swollen.
- They can be seen with the human eye but are known to hide during the day.
- By feeding on infected people, bedbugs can be infected with some blood-borne diseases. However, there is no evidence that bed bugs can transmit these diseases to other people.
- Bed bugs feed on human blood and prefer to do it in the dark when you're sleeping.
- Simply using chemical treatments will not remove the infestation.
- Bed bugs are great hidiers. Favorite locations are: in the seams of mattresses, sofa seams, cracks in the bed frame and/or headboard, under chairs, couches, beds and dust covers, under rugs, edges of carpets, drawers, baseboards and window casings, behind light switches, electrical outlet plates, cracks in plaster, televisions, radio clocks and phones, backpacks, sleeping bags, clothes, behind wallpaper, picture frames, and other dark areas.

## Symptoms

It can be difficult to distinguish bed bug bites from other insect bites. In general, the sites of bed bug bites are usually:

- Red, often with a darker red spot in the middle
- Itchy
- Arranged in a rough line or in a cluster
- Located on the face, neck, arms, and hands

Some people have no reaction at all to bed bug bites, while others experience an allergic reaction that can include severe itching, blisters, or hives.

- When to see a doctor — if your afflicted camper or staff experiences allergic reactions or severe skin reactions to their bed bug bites, they should see your doctor for professional treatment.

## Examining for Bed Bug Infestation

If you suspect that someone in your camp has been bitten by bed bugs, thoroughly examine crevices in walls, mattresses, and furniture. You will need to perform your inspection at night when bed bugs are active. Look for these signs:

- Dark specks. Typically found along mattress seams, these specks are bedbug excrement.
- Empty exoskeletons. Bed bugs molt five times before adulthood; the empty skins are light brown.
- Bloody smears. You may find small smears of blood on the sheets where you accidentally crushed an engorged bed bug.

Since bed bugs can disperse throughout a building, it is necessary to inspect adjoining rooms and cabins.

## Treatment of Individuals Bitten by Bed Bugs

Be sure to work with your camp healthcare staff. Generally, the redness and itch associated with bed bug bites usually goes away on its own within a week or two. However, treatments to speed the recovery might include:

- A skin cream containing hydrocortisone
- An oral antihistamine, such as diphenhydramine (Benadryl)
- If a skin infection develops from scratching bed bug bites, a doctor may prescribe an antibiotic.

## Treating Your Camp

Once individuals afflicted have been treated, you must tackle the underlying infestation. This can be difficult because bed bugs hide so well and can live for months without eating. Experts disagree on whether you can tackle the infestation yourself, or whether you will need to hire a professional exterminator, who may use a combination of pesticides and non-chemical treatments. Experienced pest control firms know where to look for bed bugs and have an assortment of management tools at their disposal. Since bed bugs can disperse throughout a building, it often will be necessary to inspect adjoining rooms and cabins. Consider the options (quickly) before determining if this is something you can take on yourself. Experts suggest the following non-chemical treatments:

- Vacuuming. A thorough vacuuming of cracks and crevices can physically remove bed bugs from an area. But vacuum cleaners can't reach all hiding places. Optimum results will be achieved by moving and scraping the end of the suction wand along infested areas such as seams and fabric folds of beds and sofas, and the perimeter edge of wall-to-wall carpets. Once you have vacuumed everything, immediately place the vacuum bag into a plastic bag, seal it tight, and dispose of it in an outside trash container.
- Hot water. Washing clothes and other items in water at least 120° F (49° C) can kill bed bugs.
- Clothes dryer. Placing wet or dry items in a clothes dryer set at high heat for 20 minutes will kill bed bugs and their eggs.
- Sealing: Sealing infested mattresses and pillows with a plastic or hypoallergenic zipped cover can trap the bugs that are inside and prevents them from feeding. Another option is to encase both the mattress and box spring in a protective cover like those used for allergy relief. Encasements specifically designed to help protect against bed bugs are available through retail outlets or pest control firms. Once the cover is installed and zipped shut, any bugs which happen to be inside are entombed and eventually will die. Encasements also help protect newly purchased beds, and make it easier to spot and destroy any bugs residing on the outer surface during subsequent examination. Encasements kill bed bugs over time — remember, a nymph can live for two months without feeding, an adult can survive more than twelve months! Thus, this might not be practical at your camp. Also, Encasements will not keep bed bugs from crawling onto a bed and biting a sleeping person.
- Enclosed bags: Items which cannot be put in a washer or dryer can sometimes be de-infested by wrapping in plastic and placing them outdoors in a hot, sunny location, for at least a day. If this method is attempted, packing fewer items per bag makes it harder for the bugs to find cooler places to hide. Monitoring with a thermometer is prudent, with a target internal temperature of at least 120° F (49° C).
- Enclosed vehicle. If it's summer, you can bag up infested items and leave them in a car parked in the sun with the windows rolled up for a day. The target temperature is at least 120°F (49° C).
- Freezing. Bedbugs are also vulnerable to temperatures below 32° F (0° C), but you'd need to leave the items outdoors or in the freezer for a recommended five days.
- Monitor Your Progress: You can place glue boards or sticky tape around beds and in the room to catch the bed bugs as they move around; this gives you a way to monitor the effectiveness of your efforts.

Throughout much of the country, heating tends to be a faster, more reliable option than chilling. Studies have shown that attempts to rid an entire dwelling of bed bugs by raising or lowering the thermostat will be unsuccessful, although some companies are having success using supplemental heaters.

# FAITH DEVELOPMENT

## DISCIPLESHIP

### *Intense Experience*

Camp provides a highly focused environment with a very dynamic nature. For this reason it bears great potential for developing faith. Camp offers opportunities to explore the Creator within creation.

### *Temporary Gathering*

Each camp lasts roughly one week. Each year, many campers move to the next age group. This makes camp a temporary community.

### *Slowly Growing*

Faith is nurtured among all who attend, regardless of specific beliefs or church attendance. Growing in faith is a slow process of increasing change over time. God is at work in the lives of all people.

### *Diversity of Belief*

Each individual involved in camp will hold differing views of faith, church, and of God. Campers may or may not have made confessions of faith or been baptized. Some may not believe in God.

### *Recognize Faith*

Camp is not a stimulus toward one-time faith decisions. Discipleship needs recognition, not validation. Faith development exists beyond the making of a verbal confession or a commitment.

## BAPTISMAL DESIRES

### *Covenantal Expression*

Baptism is the communal and covenantal expression of a nurtured life of faith. It should be placed in the context of a lasting community. For this reason, baptisms at camp are strongly discouraged.

### *Faith Expression*

The Disciples' tradition marks a number of expressions as important to the progression of faith. Central among them is an articulation of faith; usually occurring with baptism.

### *Into Community*

This is a commitment to Christ visibly expressed by an individual in community. It is a covenantal act of an individual, a community, and God. It is a moment of consecration and incorporation.

### *With Intention*

Baptism serves as more than an emergency measure coincidental with a particular commitment. It is a sacramental sign entered into with preparation and informed reflection.

### *Notify the Pastor*

Expressions of commitment or recommitment to Christ should always be affirmed and celebrated. Camper's pastors should be contacted with expressed desires for baptism of faith commitments.

### *Regional Contact*

Should the desire for baptism to occur at camp be expressed by the camper and the camper's pastor, the Regional Minister and Site Director should also be contacted.

#### *Including Community*

Should the camper's community decide special circumstances may warrant a baptism at the camp; the director and pastor are responsible for including the camper's community: family and church.

#### *Congregational Representation*

If under the direction of the pastor, consensus is reached by all that a baptism may take place at camp, preparations should be made for congregational representation: church elders and leaders.

#### *Lacking Community*

Should the candidate not have a local congregation, it is encouraged that they be counseled to seek out a community in which that relationship can develop and be baptized within that community.

#### *Creating Support*

As well as encouraging the camper, the Director should also contact a pastor in the camper's home area. Provide the pastor with contact information to follow up with the candidate.

## **WORSHIP**

#### *Giving Words*

Worship helps campers feel comfortable talking with and about God. It helps campers develop insights into scripture, develop faith, and explore leading various parts of worship.

#### *Creates Connection*

Worship connects individuals to God and each other. The curriculum offers themes and ideas for worship. Using these resources connect the camp together in worship, small groups, and campfires.

#### *Blesses Diversity*

Allowing campers to plan worship fosters diversity. This creates a worship that speaks to campers in the context of their own experiences, language, faith, and understanding.

#### *Appreciates Difference*

Each person brings different gifts and skills. Creating worship that utilizes this wide variety of abilities will create a greater sense of connectedness of those in worship.

#### *Provides Variety*

The camp setting offers opportunities not available in regular church life. Campfires, sunrises, and open-air services create unique backdrops for connecting individuals to God and each other.

#### *Devotions*

The quiet of the campground during certain times of the day will widely contrast with the loudness of city life. Allow for individual morning, evening, and small group times of silence and prayer.

#### *Making Transitions*

Meaningful transitions can encourage the mood of worship. Moving to another place, providing time, singing, lighting a candle, or taking other actions that denote a change of pace.

# APPENDIX I: CONTRABAND

## ILLEGAL DRUGS

### *Report Appropriately*

Any individual who possesses illegal drugs, possesses drugs for which they are underage, or has unprescribed medication at camp will be reported to the local police department and sent home. If campers are talking about drugs in general or past use, there is no legal obligation to report them.

### *Suspecting Drugs*

If campers are talking about having or using drugs at camp. Determine the level of suspicion. If it a rumor, address it with the campers spreading the rumor. If not, report the suspicion to a director.

### *Conducting a Search*

Similar to a student in school, individuals at camp have a reduced expectation of privacy. As a private event on private property, Fourth Amendment protecting do not apply in this situation.

### *Search Smart*

While this allows a search to be made, the search of a person or property should still be done with respect given the individual. Directors of counselors do not need to conduct pat downs of campers.

### *Search Together*

At least one director and one counselor should be present for the search. The search can be limited to the belongings of one camper or expand to the entire camp.

### *Finding Drugs*

Leave drugs where they are found. Do not pick them up or move them. Secure the cabin in which they are found until police arrive. At least one counselor and one director should be present.

### *Contacting Authorities*

If a substance is suspected to be some type of contraband, the local police should be contacted. Follow the police's lead and make any necessary reports. Also, inform camp management.

### *Smoking Cessation*

All camps are non-smoking events. Because this may prohibit participation for some, the use of nicotine gum or patches by campers will be allowed when administered by a designated counselor.

### *Designated Counselor*

Those wishing to use nicotine gum or patch while at camp must supply the approved product to the designated counselor who will dispense it to the participant. This should be done with the designated first aid person and the director's knowledge.

### *Explicit Permission*

If a participant is under the age of 18, nicotine gum or patch will only be given by the camp nurse with the parent/guardian's permission as noted on the participant's health form.

### *Camp Dismissal*

Those who use unapproved nicotine gum, patch, or other products or who smoke will be asked to turn over the unapproved products and to leave the event.

## **WEAPONS**

### *Report Appropriately*

Notify the local police if an individual is found in possession of a prohibited weapon. Knives should be confiscated and the region, guardian, and church should be notified.

### *Search Thoroughly*

The same procedure for contraband suspicion should be followed. It is imperative that suspicion of a weapon be resolved to the satisfaction of the director due to the dangerous nature of weapons.

### *Use Discretion*

Knowing a weapon could be at camp and not following up on the situation is an invitation to a lawsuit. If appropriate, confiscated weapons may be returned at the end of the event.

## **DRUG IDENTIFICATION**

### *Cocaine*

White or off-white powder. Looks like sugar or sometimes detergent. Usually carried in small plastic baggies or pill bottles.

### *Crack cocaine*

Powder cocaine that has been cooked with a cutting agent. In rock or patty form. Usually off-white or yellowish.

### *Methamphetamine*

Usually an off-white or yellowish powder substance. Can also be in liquid form. It has a pungent odor: a nasty smell that can be easily identified once you have smelled it.

### *Black Tar Heroin*

Starts out in big black chunks that look like charcoal. Run through a coffee grinder for personal consumption.

### *Unprescribed Medication*

Prescription medication in pill, capsule, or ground into powder form, either in or without a prescription bottle. Campers should not have prescription or over the counter medication.

### *Inhalants*

Inhalants include any toxic substance that can be ingested through the nose or mouth. Common inhalants include: glue, paint, paint thinner, cleaning solvents, aerosol substances, etc.

## **APPENDIX II: ABUSE & NEGLECT**

It is extremely difficult to detect emotional abuse and neglect with any degree of certainty. The physical signs are subtle such as lagging behind in physical development, or habit disorders such as thumb sucking, biting, or rocking. Neglected children may dress inappropriately, lack in personal hygiene, be consistently hungry, and hoarding food. An emotionally abused and neglected child may display signs of childhood stress. There may be other explanations for this stress, so counselors and directors should be cautious about jumping to conclusions.

### **SIGNS OF PHYSICAL ABUSE**

All active children of camp age will experience a normal amount physical injury, generally minor in nature. There are distinct differences between normal “wear and tear” on children and the bodily signs of physical child abuse. These indicators are unusual bruises, burns, breaks, lacerations, and abrasions. A child who is physically abused is likely to display manifestations of general childhood stress even after the physical scars have disappeared.

**Bruises:** a child who has been physically abused may have bruises on areas of the body on which bruises would not normally be present. If abuse has been repeated, the bruises will have different colors, indicating different stages of healing. Bruises may have distinctive shapes, indicating the weapon used to attack the child.

**Burns:** abuse can be inflicted by cigar or cigarette burns, especially on the soles of the feet, palms of the hands, back, or buttocks. There may be immersion burns caused by hot liquids. These would be characterized by glove- or sock-like burns or doughnut-shaped burns on the buttocks. Dry burns show a clearly defined mark left by the instrument used to inflict them. For example, electric iron, radiator grate, or burner. Another kind of burn common in child abuse cases is caused by ropes used to tie up the child. These most commonly will be found around the wrists, ankles, and neck.

**Fractures:** unexplained fractures should be cause for concern. A child who has multiple fractures in various stages of healing is almost certain to have been the victim of child abuse. Other signs include swollen or tender limbs and spiral fractures.

**Lacerations and Abrasions:** While it is common for children to suffer from occasional lacerations, these are usually on the leading edges of the body’s planes, e.g., knees, elbows, palms of the hands. Lacerations and abrasions on the backs of arms, legs, and torso as well as the external genitalia are highly suspect, as are bite marks, especially when they are recurrent and appear to be an adults.

### **SIGNS OF SEXUAL ABUSE**

In some cases there may be physical signs of sexual abuse of the child. Signs include difficulty in walking or sitting; torn, stained, or bloody underwear; pain or itching in the genital area; bruises or bleeding in external genitalia; venereal disease; pregnancy.

Behavioral signs are likely to appear over a longer time and they may be more noticeable. Specific behaviors indicating the possibility of sexual abuse are:

- age-inappropriate understanding of sex
- reluctance to be left alone with a particular person
- persistent and inappropriate sex play with peers or toys
- prostitution
- wearing lots of clothing, especially to bed
- drawings of genitals
- fear of touch
- abuse of animals
- masturbation in public
- nightmares or night terrors
- apprehension when subject of sex is brought up

### **Unhelpful Ways of Responding**

- Do not try to counsel the child concerning the problem. You can do more harm than good. Try not to show shock. Be a good listener and show compassion if the camper wishes to talk with you.
- Do not gossip. about what you have been told with other counselors. Spreading stories does not help the camper, but can merely deepen the hurt.
- Do not play judge. It is not your responsibility to find out the details or truth of the story. Be sure to report it to the camp director.

### **Helpful Ways of Responding**

- Be extra sensitive to the camper's feelings and thoughts. This is not something to joke about.
- Take the problem seriously. You might be misunderstanding what was said, or reading something into a bruise. But, when in doubt, report it to the camp director.
- Show wholesome love and attention. If the child needs a hand to hold, or a hug, don't be afraid to give it. However, do not force it on the child.
- Be sure that the other campers mind their own business. If suspicions of abuse come during a group time, draw the attention of the group to another subject.
- Report your observations or suspicions to the camp director.

# APPENDIX III: BEHAVIORAL & PHYSICAL LIMITATIONS

## SOCIAL SKILLS DEFICITS AND DISORDERS

Social skills are the cognitive functions and behaviors performed when interacting with others. Common social skills deficits include:

### **Inappropriate interactions**

- Excessive talking
- Disruptive behaviors
- Being noisy
- Monopolizing conversations
- Obnoxious behavior

### **Communication difficulties**

- Limited turn taking
- Less responsive to others' initiations
- Problems shifting roles between giving and receiving information
- Inappropriate and/or disagreeable verbal exchanges
- Difficulty remaining on the same task or on the same topic
- Poor eye contact and motor regulation

### **Biased or deficient social cognitive skills**

- Limited self-awareness
- Less knowledgeable about appropriate behavior
- Deficient in social problem skills
- Over-attribute hostility to actions of others toward them
- Inattentive to important social cues

### **Poor Emotional Regulation**

- Aggressive behavior
- Temper outbursts
- Excitability
- Overreactions to minor events
- Poor at transitioning from one activity to another

### **Attention Deficit Hyperactivity Disorder (ADHD)**

The term attention deficit is an oversimplification. It is not an inability to pay attention, but an inability to selectively attend. It could more accurately be described as an attention inconsistency or attention variability.

ADD is a neurological syndrome which is biological in nature. It is not intentional behavior. It is believed to be genetically transferred, associated with a decrease of neurochemicals in the attention center in the brain.

Research has now established that ADD comes in two basic types:

**Attention Deficit Disorder**, predominantly inattentive type includes those people who show significant problems of inattention, but not much difficulty with hyperactivity or impulsivity. Symptoms include:

- Often fails to give close attention to details or makes careless mistakes.
- Often has difficulty sustaining attention in tasks.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions.
- Is often easily distracted by extraneous stimuli or own thoughts.

**Attention Deficit/Hyperactivity Disorder**, predominantly hyperactive-impulsive type includes people who show significant problems with hyperactivity and impulsivity, but only some difficulty with inattention. Symptoms include:

- Often fidgets.
- Often leaves seat in situations in which remaining seated is expected.
- Often runs about or climbs excessively in situations in which it is inappropriate.
- Often has difficulty playing quietly
- Often is "on the go" or often acts as if "driven by a motor".
- Often talks excessively.
- Often interrupts or intrudes on others.
- Often behaves impulsively without regard for consequences
- Often engages in physically dangerous activity. Much more interested in not being bored than being safe. Attracted to excitement; blind to danger.

Attention Deficit/Hyperactivity Disorder, combined type includes those people who show significant problems with inattention and hyperactivity and impulsivity.

These symptoms vary among individuals. The physiological nature of ADD can be compared to a diabetic's decreased production of insulin or a nearsighted person's need for corrective lenses. It has been found that children with ADD/ADHD may have an approximate three-year developmental lag as compared to chronological age, i.e., 13-year-olds may operate on a 10-year-old level.

There are two general safety issues of particular concern for children with learning disabilities or ADHD.

- Situations in which their behavior creates danger for them or others around them.
- Their particular vulnerability as potential victims of sexual abuse.

### **Learning Disabilities and Risk-Taking Behavior**

Strategies for reducing dangerous behaviors and risky situations:

- Anticipate dangerous situations and plan for them in advance. Be particularly alert when changing from one activity to another.
- Clearly state strong, consistent limits on behavior.
- Directions need to be simple. Don't give child a series of instructions he has to remember. Make eye contact with the child. Try to eliminate distractions before giving instructions. Speak clearly and not too rapidly. Use visual cues. Repeat directions regularly and often. Have the child repeat instructions back to you.
- Model/role play appropriate behavior
- Pair the child with a responsible peer (rotate responsible peers, so they don't wear out.)
- Keep the child busy with constructive, safe activities.
- Teach S.T.A.R.: to Stop, Think, Act, Review.

# APPENDIX IV: CHILD AND ADOLESCENT DEVELOPMENT

## DEVELOPMENTAL CHARACTERISTICS

This adaptation of Stommen's *Five Cries of Youth* may help you better understand youth and your role.

- **Self Esteem** – The most universal need of youth is for a sense of self-esteem. Youth need a positive self-image and reinforcement of their self-esteem from peers and parents to help overcome feelings of inadequacy, worthlessness, and alienation. This perception involves a sense of confidence and security in the perception of identity: sexually, vocation, and function.
- **Belonging** – Youth need the affection and sense of belonging that comes from acceptance, understanding, support, warmth, and security of positive relationships with parents and peers. Relationships with adults is crucial, but often stormy. Youth desperately need affection and a sense of belonging to overcome or avoid the frustration and despair of hatred and distrust which leads to self-destructive behaviors.
- **Value Discovery** – In the midst of a rapidly changing world and multiplicity of conflicting values and influence, youth need the freedom and guidance to discover and clarify values; to integrate learnings, ideals, observations and experiences into a meaningful system of values for life: Youth also need freedom and support in their struggle to resolve the conflicts between teen and adult cultures and values, and between idealism and reality in their struggle toward maturity, integrity, and a sense of the meaning of life.
- **Social Conscience** – Youth need freedom, support, and outlets for a developing sense of social conscience, idealism, and protest. Youth need to be listened to closely and taken seriously in the expressions of protest or prejudice, no matter how exaggerated or subtle. A minority of youth are prejudiced and self-serving, and they need to be lovingly nurtured toward a more open sense of social conscience, grace, and self-transcendence.
- **Celebration** – Youth is a time for discovering and affirming the joy of living and hope for the future. Some need to be led to discover the dimensions of hope and joy; others need opportunity to affirm and celebrate their discovery and experience of life's hope and joy. For many this sense of hope and joy arises from a sense of identity and mission centered in their personal relationships with God and Jesus Christ and a community of believers

## Human Growth Chart

Created by George E. Koehler, based on research/theory of Jean Piaget, Lawrence Kohlberg, Erik Erikson, James Fowler

	Junior	Chi-Rho	CYF
<b>S P I R I T U A L</b>	Takes concepts as concrete. God is like a super person. Begins to identify with Jesus. Takes stories literally. Learning about heroes of faith. Begins to ask religious questions. Senses love of Christian Community.	May decide to be baptized. Experiences God is real. Self-esteem important. Develops a clearer identity, but shaky.	Shaping one's own version of faith. May make commitment to Discipleship. Less literal beliefs. Putting together one's own belief system. Develops self-esteem, but perhaps shaky.
<b>M O R A L</b>	Wants to be a "good". Acts to please others. Pleasing others to earn acceptance. Conforms to rules. Wants to avoid being punished or hurt.	Models behavior after peers. Wants to avoid blame and guilt. Wants to do one's duty. Tries to obey authority.	Wants decisions to be rational. Morality is a matter of personal values. Tries to obey religious rules as moral values
<b>R E L A T I O N A L</b>	Relates to friends of the same sex. Identifies with media personalities. Big people are good. Concern with self. Has mutual acceptance with peers Respects adults.	Friends with the same sex. Admires significant leaders. Develops loyalty to teams and tribes. Explores relationships with opposite sex. Curious about the opposite sex Eager for acceptance Forms and joins peer cliques	May relate to a few adults as friends. May follow public figures. Enters romantic relationships. New sex experiences. May grow distant from parents. Tries out leadership skills. Belonging is important. Forms and joins groups and cliques
<b>M E N T A L</b>	Decline of fantasy. Begin to reason. Classifies, relates, orders, adds, subtracts. Confession of real and imaginary. Asks questions.	Thinks inductively. Develops hypotheses. Relates concepts to one another. Builds concepts out of facts. Begins to think abstractly without using concrete objects.	Motivated by abstract ideals. Speculates about abstract ideas. Uses varied thought process. Thinks inductively and deductively. Considers and tests out all possibilities.
<b>P H Y S I C A L</b>	Permanent teeth. Experienced childhood disease. Runs, skips, throws, catches, climbs. Slower physical growth.	Puberty. Rapid growth spurt. Restless and high energy. Secondary sex characteristics appear.	May develop athletic skills. Attains maximum height. Skin blemishes. Need for activity. Conscious of body appearance.

# APPENDIX V: SUMMER CAMP CHECKLIST

## *January/February*

Recruit special needs and talents: musicians, keynoters, first aid provider, and chaplains.

Recruit camp counselors: ensure counselors have complete applications.

All adults must have a completed application and background check before the event.

## *March/April*

Look over the curriculum and format it for distribution to counselors.

Begin collecting any worship supplies, devotional material, and small group items.

Create a rough draft schedule for the event to go over with counselors at the first meeting.

Confirm counselors by phone; inform them about Counselor Training.

## *May/June*

Ensure counselors are fully recruited, be willing to gather backups as well.

Prepare a welcome letter at least three weeks before camp; see Camp Letter section below.

The region will send attendance estimates following early registration.

Begin creating small groups and assigning counselors as group leaders.

Finalize camp schedules, special events, and other assignments.

Finalize camp supplies. Make purchases. Save receipts for reimbursement.

Make any special food request with camp management/kitchen volunteers.

Let camp management know when you and your counselors plan to arrive.

Make swimming time and cook out arrangements with campground management.

Don't panic. Please contact the Site Director for support if any concerns arise.

## *June/July*

Please contact the Site Director for support if any concerns arise.

Reconfirm any special orders, arrangements, or guests you expect at camp.

Go over the Child Safety Policy with all staff and volunteers that will be attending.

Receive registration forms and medical forms from the regional office.

Have a great week!

## *Before Leaving Camp*

Ensure the return all medicines to campers.

Ensure supplies are cleaned up, organized, and extra supplies are recycled or disposed.

Complete camp check-out with manager.

## *Mail to Regional Office and/or Submit Online (Due Two Weeks After Camp Ends)*

Information on trips to the doctor with date of illness, injury, cause, and treatment.

Completed first aid and medicine sheets.

Receipts for reimbursement.

Complete incident log.

Collected offering money.

Counselor evaluations

## **Recruiting**

### *Counselor Ratios*

There must be at least 1 counselor (not counting CITs) for every 5 campers. All counselors should be informed that they may be placed on standby if attendance is too low.

### *The Basics of Recruiting*

The only effective way to recruit is personal contact. Ask people you want; and ask them early. If you run out of candidates, the region can provide a list of additional potential counselors.

### *Support Counselors*

Find regular time during camp to check in with each volunteer individually. Express appreciation during camp and offer emotional support. Pray for them. Write a letter of thanks after camp.

### *Counselors in Training (CIT)*

A CIT must be accompanied by a mentor (a counselor, over 25, with camp experience) during all interactions with campers. A CIT is not meant to serve in place of counselors; use CITs sparingly: one to two CITs per camp at most. CITs are expected to have completed the ninth grade.

## **Camp Letter**

The region will send a letter from the directors to the campers and their parent or guardian following registration. In order to send these, the region will need letters three weeks before camp.

### *Included Information*

The letter needs the starting date and time, ending date and time, camp's physical and web address, highlighted activities, list of items to bring, suggested offering (if one will be collected), and emergency contact numbers.

### *Sample Letter*

Welcome to the next generation of camping for the children and youth in the Northern Lights Region. Our camp theme this year is \_\_\_\_\_. Be prepared for lots of fun.

Welcoming and registration will start on \_\_\_\_\_ at \_\_\_\_\_. Please try to arrive no later than \_\_\_\_\_. Camp will conclude on \_\_\_\_\_ at \_\_\_\_\_.

We will be sharing stories from the Bible, playing games, singing, and swimming. We will also be working on a service project. We will collect an offering during the week. Offering monies will be used for future camp scholarships.

Mail needs to be sent 2-3 days before camp starts. Letters can be sent to address: \_\_\_\_\_

All medicines (including over the counter) will be collected at registration and distributed by a camp volunteer. All medicines must be in their original containers.

Attached is a list of items to bring with you to camp and driving directions to the campground. If you have any questions, please contact the regional office (253-893-7202).

Looking forward to a wonderful week of camp with you,

Your camp directors \_\_\_\_ and \_\_\_\_.

## APPENDIX VI: FIRST AID KIT

This list should be consulted at the beginning of each event to check the provided first aid kit to ensure that it is properly stocked. Materials that are used in the course of the ministry event should be replaced appropriately.

- Adhesive tape
- Elastic wrap bandages
- Bandage strips and & “butterfly” bandages in assorted sizes
- Super glue
- Nonstick sterile bandages and roller gauze in assorted sizes
- Eye shield or pad
- Large triangular bandage (may be used as a sling) x2
- Aluminum finger splint
- SAM Splint
- Instant cold packs
- Cotton balls and cotton-tipped swabs
- Disposable non-latex examination gloves, several pairs
- Duct tape
- Petroleum jelly or other lubricant
- Plastic bags, assorted sizes
- Safety pins in assorted sizes
- Scissors and tweezers
- Hand sanitizer
- Antibiotic ointment (Recommend Generic and not Neosporin)
- Antiseptic solution and towelettes (recommend Hibiclens)
- Eyewash solution
- Thermometer
- Bulb or large syringe for flushing wounds
- Breathing barrier (surgical mask)
- Syringe, medicine cup or spoon
- CPR Mask
- First-aid manual
- Sunscreen
- Insect Repellant
- Medications
- Pain relievers, such as acetaminophen (Tylenol, others), ibuprofen (Advil, Motrin)
- IB, others)
- Antihistamine (Diphenhydramine)
- Antacids (Tums)

This list uses recommendations from the Mayo Clinic on First Aid Kits, some items have been removed or added based on experiences for this provider.

# APPENDIX V: WATERFRONT SAFETY

Waterfront Guidelines—when a facility does not provide oversight of the use of the waterfront.

- When possible have at least one person who holds certifications in or equivalent to lifeguarding, waterfront safety, and/or small craft safety.
  - When the above certifications are not available have at least two adults present who have demonstrated the ability to effectively use a throw bag and/or other water safety device that does not require the individual to enter the water.
- **In slack water** (lake or other body of water with no current)
  - Position the adults/certified individual around the swimming area where all participants can be monitored and easily attended to in the case of an emergency.
- **In a body of water with a current**
  - Evaluate the area for the following hazards
    - Current—if the smallest expected participant could not easily stand or easily regain footing in the current do not go swimming.
    - Entrapments—anything that can snag/hold one underwater, from the force of water, preventing them from swimming free. Remove if possible or avoid this area.
    - Strainer—places in which branches act like a sieve that keeps victim from passing through and often times can result in holding a person underwater. Remove if possible, if not avoid the area of the strainer.
  - Position one adult/certified individual downstream of the participants, with a throw bag or other water safety device, where they can be monitored and easily attended to in the case of an emergency.
  - Have another adult positioned near the middle of the group, with a throw bag or other water safety device, where the participants can be monitored and easily attended to in the case of an emergency.
  - If planning on floating a section of river/stream, all participants are to wear lifejackets. Throw bags or other emergency water safety equipment should be present and in the possession of capable adults.
    - If possible, have three adults supervising the group. One at the front, one in the middle, and one in the back.
- Swim test. In consultation with those who know the area and/or water safety individual establish a swim test to determine the strength of the swimmer and what areas they can and cannot swim in.
- If there is any hesitancy or concern, err on the side of caution. While water can be fun to play in, it can also be very dangerous if not treated with respect.