

Name: _____



Camp Wakonda Summer Camp Staff Manual

2024 Edition

Note: This is not a binding contract, but a general description of the expectations the Camp Director has for each Staff Member during their time of employment at Camp Wakonda.

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Introduction to Camp Wakonda

History

At Camp Wakonda, you are part of a legacy of Summer Camp ministries that began nearly one hundred years ago. The first attempt at a Summer Camp program in Wisconsin took place in 1926, in the form of an all-girls camp in the Milwaukee area, led by Harriet Holt. In 1927, Wisconsin held its first Conference-sponsored Summer Camp, a co-ed camp where boys and girls could stay for \$10 a week. In 1978, the Wisconsin Conference purchased the current camp ground from the Girl Scouts of America, which had been named Camp Go-Seek. The first Summer Camp program was held at the new camp in 1980. Eventually, a contest was held with the purpose of letting young people pick a new name for the program. They settled on the Lakota-Sioux word "wakonda," meaning "sacred, or set apart," however the campground retained the name Go-Seek. In 2000, the Conference Executive Committee voted that the name of the program go to the campground as well, and ever since we've been calling this place Camp Wakonda. Now the entire youth department is called "Wakonda: WI Conf. Youth Evangelism," with the goal of telling young people that they are set apart by God for a special purpose.

Vision

Campers of all ages may come to know Christ as Lord and Savior of their life, while others may renew, in a living and vital way, their relationship with Him.

Mission

Camp Wakonda exists to lead people to Christ through nature, activities, and the life witness of our staff. We encourage commitment to Jesus Christ and Christian growth, provide Biblical discipleship, and help our supporting churches fulfill their goals of evangelism through camps, retreats and conferences. Camp Wakonda receives support from, and gives support to, our local churches. We consider ourselves an arm of the church.

Values

Camp Wakonda is a Seventh-day Adventist institution, focused on sharing the Gospel with our campers. We strive for excellence in all aspects of our ministry. While we understand that each staff member may have differing personal views concerning the following standards and procedures, all staff members are role models to our campers and play an important role in the camp's mission. Therefore, all staff must commit to these standards and procedures. Failure to adhere to these standards and procedures may lead to a time of probation and/or dismissal.

Goals

As a result of their week at Camp Wakonda, each camper will gain...

1. a sense of self-control and personal responsibility
2. an appreciation for cooperation within a community
3. the confidence to learn new skills and reinforce old skills
4. a love for God, His Word, and a desire to share the Gospel with others
5. a respect and love of God's creation

General Information

Mail

The camp address is: **W8368 County Hwy E, Oxford, WI 53952**. Bring outgoing mail to the Camp Office. Incoming will be delivered around lunch or supper.

Lost & Found

We suggest that each staff label their belongings (especially uniforms), so that items are easily identifiable to the owner. If items are not easily identifiable, lost items will be placed, and can be found, in the bin outside of the Camp Office. Unidentified lost objects will be packaged up each week and placed in the basement of the cafeteria. Anything not claimed by the end of the summer is subject to being donated.

Camp Store

Staff receive a 40% discount throughout the summer. This discount is not transferrable to family members and friends.

Laundry

Each staff has an assigned laundry day. Dirty laundry should be dropped off at the laundromat (basement of Cedar Lodge) before Staff Meeting on your laundry day. Clean laundry will be ready for pickup that afternoon after rest period. If staff miss their laundry day, they may do their own laundry in town on their day off. Camp laundry machines are to be used by the laundry worker only.

Time Off

Scheduled time off will take place between Friday afternoon (after all duties are finished) and Saturday evening at 6:00pm.

Here are some rules of etiquette regarding time off that should be kept in mind:

- When leaving the camp grounds, always sign out. If you need to leave camp, other than during regular time off, clearance must also be made through the camp director. If you are unable to be back as scheduled, you must call, and meet that day with the camp director to explain.

2024 Summer Camp Schedule

- May 30 – June 2: Directors Training
- June 2 – 10: Staff Training
- June 10 – 14: Camp Meeting Pitch
- June 14 – 23: Camp Meeting
- June 23 – 28: Cub Camp [ages 7-10]
- June 30 – July 5: Tween Camp [ages 11 – 13]
- July 7 – 12: Teen Camp [ages 13 – 17]
- July 14 – 21: Family Camp [all ages, expanded program]
- July 21 – 28: Hispanic Family Camp [all ages, expanded program]
- July 29 – August 14: International Camporee [Gillette, Wyoming]

Camp Nurse

You may need basic medical attention from time to time while at Camp Wakonda. Please contact the Camp Nurse via radio for help in these matters. Staff are not all trained in First Aid: we recommend even calling the Camp Nurse for basic things like band-aids and over-the-counter medications. For prescription medications, it is better to give the nurse control in many cases, especially for counselors who will be living in a room with children who could find and abuse medication. The Camp Nurse will be a rotating volunteer person each week.

- Cub Camp: Cesia Davis
- Tween Camp: Pam Kruger
- Teen Camp: TBA
- Family Camp: Katie Kim
- Hispanic Family Camp: TBA

Pastor

If you need spiritual counseling during the course of your time at Camp Wakonda, we have an excellent roster of pastors who will be joining us each week.

- Cub Camp: Adam Case
- Tween Camp: Tom Baker
- Teen Camp: Obed Salazar
- Family Camp: Nate Skaife
- Hispanic Family Camp: Kevin Moreno

Expectations

The following section outlines how we expect our camp staff to conduct themselves while under employment at Camp Wakonda. You might view this section as a guide to having a successful summer and getting hired back next summer.

The Big Three

It is a privilege to serve as Camp Wakonda summer staff. Your work ethic is vital to the success of the team. Support your leaders and be quick to communicate.

1. Be a growing Christian who loves kids.
2. Keep the mission the main thing.
3. Be flexible.

General Lifestyle

- **Love God and People.** Do to others what you would have them do to you. Avoid favoritism or prejudice. Put the needs and interests of others ahead of your own. Encourage and build others up. Be kind, compassionate and forgiving. Bear one another's burdens. Care enough to confront when necessary. Pursue spiritual growth (regular personal devotions).
- **Refrain from practices which are condemned by God in the Bible.** Examples include: drunkenness, swearing, harassment, dishonesty, occult practices, sexual sin, dishonoring the Sabbath, etc.

- **Obey the law and use good judgement.** Our camp and the Wisconsin Conference strives to be a blessing to our surrounding community. You are a brand ambassador of Camp Wakonda, even while on your time off, and even away from the camp grounds. Breaking laws both on and off campus could give our community a negative impression of you, the camp you are working at, and the God we strive to represent. There are activities that are not illegal, yet would reflect poorly on your involvement with the camp. It is wise to refrain from such activities, in general, and especially during your time at camp, when you are an active employee of the church.
- **Camp is a place for ministry, not activism.** In keeping mission in focus, don't get distracted by political or personal causes. It is good to have opinions and principles, but camp is not the place to put your personal preferences on blast. Do not let your need to express these opinions detract from your mission focus at camp. If there is significant and unhealthy focus on this activism, you may be asked to make a choice: is your personal cause or the camp mission more important?
- **Camp Wakonda Abides by Lake Union LGBTQ Policy.** Camp Wakonda is a place where all are welcome as campers. We will not discriminate based on sexual orientation or gender dysphoria. However, per Lake Union Policy, Camp Wakonda is a place where we relate biblically to the subject of sex and gender. During their time at Camp Wakonda, biological males will be housed in Boys Village and biological females will be housed in Girls village. We will refer to campers according to their God-given pronouns (read: according to their biological sex). Romantic relationships between campers and other campers will not be encouraged, regardless of sexual orientation. Rather, focus on the program, activities, a relationship with Christ, and relationship with the other campers in their unit should be what staff members encourage. Romantic relationships between campers and staff are inappropriate and forbidden, regardless of sexual orientation. In this, Camp Wakonda seeks to treat all with equality, regardless of sexual orientation.
- **Exercise wisdom in regard to personal freedom.**
 - Use time responsibly. Set boundaries to protect rest and quiet times.
 - Abstain from alcoholic beverages, tobacco, and other forms of substance abuse.
 - Avoid situations that could expose you to suspicion or accusation. All evening co-ed walks or visits must be limited to well-lit main areas of camp: in and around Fireside Lodge. DO NOT enter the resident quarters of the opposite sex: you will be sent home on the spot. Camper-staff relationships are a fire-able offense.
 - Personal electronics may only be used during scheduled time off when campers and working staff cannot see or hear your computer/phone. All computers should be powered down by staff lights-out. Music should be audible only to yourself. Be sensitive to the needs and convictions of those around you.
 - Conduct yourself as a Christian when away from camp. We look at our time off as an opportunity to be a witness for Christ in the community.
 - Create a welcoming environment for campers and staff. Hazing new staff is not tolerated.
 - Staff will sleep in designated areas unless prior arrangements have been made. Staff campouts must be approved in advance by the Camp Director. The area will be considered off limits to the opposite gender during the time of the campout.

Camp Standards

- **Mandatory Participation.** All staff are expected to be present at staff worship, flag raising and lowering ceremonies, camp games, and evening programs. All staff who are not setting up for morning classes are expected to be at morning programs.
- **Conflict Resolution.** If a problem arises, or an incident happens, be sure to communicate the issue with your Department Director, an Administrative Staff, or even the Camp Director in a timely manner.
- **Change of Schedule.** Any subbing/switching of jobs must first be cleared through the camp director.
- **Vehicles.** Staff vehicles are to be kept in designated parking areas and not used for routine transportation within the camp. Camp vehicles are to be driven in a safe manner with permission from the Camp Ranger. All staff under the age of 18 must have signed permission from parents/guardians indicating who they have permission to leave camp with. If you transport staff members in your vehicle we must have a copy of your automobile insurance on file in the camp office to assure proper liability coverage. We must also have a copy of your driver's license on file in the office. Only those 18 and older may drive camp vehicles, including golf carts.
- **Staff Lodges.** Staff living areas are for staff only and are off limits to campers and visitors. If your family wants to see where you live that's fine; avoid invading personal areas of other staff. Doors are kept locked during Camp Meeting for your privacy.
- **Program Supplies.** Camp Wakonda is blessed with a broad array of costumes and props. This is a wonderful privilege, and also a responsibility. While we encourage you to use them, we have a few guidelines.
 - Get prior approval from the Camp Director or Programs Director.
 - It is your responsibility to care for the costumes and props lent to you.
 - Costumes and/or props may not be worn for personal use.
 - If you break or damage an item, notify the Programs Director immediately. The earlier we know the easier alternate plans can be made.
- **Purchasing.** Requests for equipment and supplies need to be written and given to the camp director. Purchases must be cleared ahead of time with the camp director.

Dress Code

There are expectations for how staff present themselves at camp. Modesty will help keep people focused on what is most important. All staff will be required to abide by the dress code and if caught in violation, you will be required to return to your cabin and obtain a proper outfit. Dress code rules include (but are not bound to) the following items:

- **Uniforms:** wear at the designated times. Make sure they are clean ahead of time. If they are not clean ahead of the designated time of wearing, the staff member is still expected to wear them.
- If your shirt has a printed graphic or message, it must be appropriate. Secular music, innuendos, references to inappropriate entertainment or substances, as well as all other

items the Camp Director deems unwelcome must be swapped out for a shirt with appropriate messaging.

- Swimwear: modest one-piece (or modest tankini) for girls, modest-length shorts for boys.
- All shirts are to be loose-fitting, long enough to maintain coverage of midriff, and a neckline sufficient to provide coverage.
- Tank tops are considered inappropriate for both male and female staff.
- Short shorts: Length for shorts must be no shorter than index finger with arms at side, skirts must touch the top of the knee, when standing. This applies to male staff as well.
- Anything see-through is, of course, unwelcome.
- Undergarments must not be visible.
- Make-up: if used, should reflect a natural skin-tone look.
- No fingernail polish is to be worn.
- Hair color should be or look natural (i.e. natural colors, roots not a different color)
- Jewelry is not allowed, with a few exceptions (watches, wedding rings, medically helpful items).
- Any tattoos should not be visible.
- Headphones are not to be worn around campers or in situations where they are a safety or communication issue. Neither in the ears, around the neck, or otherwise. They have the distinct potential to distract from the job at hand, whether music is playing or not.
- Have a question? Staff's overall appearance must be conservative. If there is a discrepancy, the Camp Director or any administrative staff have the final say.

Wearing Out Your Welcome

The above sections have outlined how to have a successful summer and get hired back. However, it's important to know that some lines, if crossed habitually—or in some cases just once—will result in the untimely end of your involvement with Camp Wakonda. Serving at camp is a choice. While we hope you choose to serve with us for the entire summer, you can choose to leave early by your actions. This is a *partial list* of ways to forfeit your position at camp.

The fast way: A one strike system is used. There are no exceptions or warnings.

- Actions that jeopardize safety of campers or staff.
- Child abuse (or the appearance of such).
- Sexual misconduct.
- Entering a housing facility of the opposite gender.
- Use of tobacco, alcohol, or illegal drugs (the Devil's lettuce is still illegal in WI).
- Reckless operation of any vehicle or machine.

The slow way: A three strike system is used. The strikes may come from the Camp Director, the Camp Ranger, or any of the Administrative Staff. It's not one or three strikes from EACH, it's from ANY and ALL.

- Habitually being late to required appointments and/or displaying lack of involvement when those appointments call for it.
- Undermining behavior toward a superior, or disrespectful attitude toward any fellow staff or campers.
- Gossip, negativity, and stirring up others regarding camp (food, programs, staff, etc.) or individuals. Constructive criticism is appreciated, through the proper channels, but there is no room in the camp mission for habitual negativity.

Note: In cases of staff removal, the rule is 30 minutes or less. It is not time to gather around and say sorrowful goodbyes. It is time to pack and go home. For the remainder of the camp staff: if your friend goes home, the expectation is that you continue to do your job well and focus on the mission of camp. Failure to do so is not an excuse.

Avoiding Burnout

At camp, we work hard and play hard. We don't want to miss out on a thing, and it seems like the right thing to do to give it everything we've got all the time. However, managing the camp schedule in such a way that you still have something left to give your campers by the end of the week (and the next, and the next) is crucial to making it through the summer. You are no hero if you become burnt out.

Adrenaline will carry you a long way at camp, but in the end you will crash. If you do so mid-week, you have not done a favor to your campers or to the camp leaders, who will have to scramble to replace you while you recover. A burnt-out staff or counselor is a hazard. There are too many possibilities for accidents at camp for you to be half-alert or feeling sick due to exhaustion. No one expects you to wear yourself out. Burnout can be prevented. Being at a Christian camp is like being on the front line of a spiritual battle. This battle is "not against flesh and blood," but against spiritual forces of evil. Like a stalking lion, Satan is always on the lookout for easy prey, and that is what you will be if you allow yourself to become exhausted.

Use your time off wisely

You may be tempted to use free time only to sleep, or only to socialize. It is better to use time off to catch up on whatever you have neglected. You may decide to use the time to sleep, or hang out with other staff. However, maybe you should get some exercise, communicate with people back home, express yourself artistically, have some fun, or catch up on your time with God. You are constantly "making space" for campers so that God can work in their hearts; during your time off make space for yourself, and don't feel guilty about doing it.

When you are having spiritual doubts or questions

Another strategy of our enemy is to assail us with doubts about what we believe in, or about our self-worth. He may work on our minds about a question a camper asked, or about some disappointment we experienced. If your own time with God is not addressing these doubts, and especially if your doubts are taking away your motivation to share Christ in the unit; go talk with someone about it: maybe the camp director, maybe another staff, maybe a parent, mentor, or friend back home. Get clarity so that your spiritual life is solid before returning to lead others to Christ.

When you are experiencing trauma from a crisis

One of the signs of a great counselor is an ability to empathize; bearing the griefs and joys of her campers along with her. This can be emotionally draining and even traumatizing. It is not "being spiritual" to give everyone the impression that you are okay and handling your emotions well if you are not. It is not a sign of weakness but only wisdom to go and talk about your

emotions with someone.

Best Practices in Youth Ministry

Your Testimony. There's no arguing with a personal story of life change. Your story is the best way to lead campers to Jesus. Your personal testimony, the story of what Jesus has done in your own life, is a story only you can tell. Campers are not usually interested in your theology and beliefs. They want to know, *"What difference does Jesus make?"* Your answer is simple: "Once I was ____ but now I ____." Begin with ways your life would be different if Jesus wasn't part of it. People want to hear not only how you met Jesus, but how He changes your everyday life. Your hope is what opens the door for them to discover the difference Jesus will make in their life.

The Teachable Moment. "Teachable moments" are most likely to occur when we have spent lots of time with someone. Quality time happens when there has been quantity time. You may spend hours with a camper helping him swim, ride a horse, or paint a ceramic, and spend the whole time talking about his skateboard or pet dog. Then just as the class comes to an end, something comes up in the conversation that has real significance to the camper: a problem at home, a fear they have; maybe a desire to put their faith in Jesus. The time spent talking about skateboards has been worthwhile because it has created one of those precious moments of interaction they may always remember. The trick is to recognize these moments, use them tactfully, and even create them if possible. We can recognize them by the hints campers usually throw out, like the question that starts, "I've got this friend who has a problem with stealing, and I was wondering...?" Or the old standby: "By the way...?" If you ignore these "moments," you will kick yourself later. They are your best opportunities to build a relationship, be an influence, and create a memory.

Enthusiasm. What if the program is boring? What if the activity bombs? What if the camp game is confusing? Or the food wasn't your favorite? A good camp staff can turn an otherwise terrible week into an unforgettable one! When all else fails, don't forget the first rule camp work: enthusiasm. *Enthusiasm communicates love and attention.* Kids need someone who is enthusiastic about being with them, who can have fun with them, and who is excited about what they think is important. Here are some ground rules for enthusiasm:

- Throw yourself into every activity. Be willing to look foolish for their sake. For example, when I'm playing and I'm self-conscious, I both look and feel foolish about it. If I get into it without thinking about who is watching, my goofiness seems natural and right.
- Even if you don't like the activity, get into it. Your enthusiasm will be copied by your campers. Even if the activity is lackluster, they will have a good time if you do.
- Get excited about the ideas your campers offer and implement them if you can. They will be enthusiastic about doing something that they came up with, even if the idea itself seems less than professional to you. Kids are pretty good at knowing what kids like, and sometimes their ideas are what work best.

Building Relationships. Although we only spend a week with our campers, we develop close relationships. The most significant thing you can do for your campers is get to know them. What is so unique about camp relationships?

- **Intensity.** At camp you get to know each other rather fast. At the end of the week it will feel as if you have known each other for a long time!
- **Intentionality.** You have goals for each relationship. You want to help the campers understand who Jesus is, so you treat them as Jesus would in everything you do. You want to develop mutual trust and respect, so you treat them with trust and respect. To avoid disciplinary issues, maintain a balance between justice and mercy.
- **Sincerity.** As an adult who wants to spend time with kids, you are unusual. Although campers will likely appreciate your offer of friendship, they may be hesitant and take a bit of time before trusting you. Be deserving of their trust. Damaged trust is not easy to regain.
- **Authenticity.** The basis of Paul's ministry was not only through great preaching but also an open heart. "We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us" (1 Thess. 2:8). Your campers will look up to you more than you may realize. You have a unique opportunity to share Jesus with them.

Here are several more proven ways to build relationships more effectively. Keep as many of these up your sleeve as you can!

- **Focused attention.** Instead of trying to give campers all of your attention all of the time, give them all of your attention for some time. This will be much easier on you and much more satisfying for your campers than giving them only part of your attention all day long.
- **Undistracted attention.** When you are focusing attention on one person or a small group, be "un-distractable." When I stay focused on the person who is talking to me in spite of the threat of interruptions, it speaks volumes to that person about how important they are to me.
- **Initiated attention.** Some campers will be all over you no matter how much focused or undistracted attention you give them. Try to find times when the camper is not being clingy and initiate some attention, perhaps by giving them a kind word for no apparent reason, or asking their opinion on something. Hopefully these campers will soon realize that they don't have to beg for your attention.
- **Remember their name.** Names are our spoken identity, and for some reason are very important to us. Bad memory is no excuse. You have only a week, so you better know their names within the first hour. Those who know names tend to also get to know people better on a personal level.
- **Transparency.** To be a good example and role model to your campers they need to be able to see you as you really are, like first thing in the morning when your hair stands on end and your breath stinks. Tell them that embarrassing story about the time you lost your shorts in the pool as a kid. Being a good example to them does not mean you must put on a show of being perfect. Part of personal maturity is learning to laugh at ourselves and admit our deficiencies. Be careful to not air out your "dirty laundry" before your campers. They don't need to know your deepest darkest secrets, and you don't need to answer all their curious questions. *Do not* glamorize your sins! However, what will you say to a camper who asks if you have ever made out with your boyfriend, or if you have ever been abused? If they are clearly not asking out of mere curiosity, but

are looking for help, it may be time to swallow hard and answer. Balance your transparency with a bit of intrigue and mystery, which usually motivates people to want to get to know you better. Don't be afraid to be goofy, but retain a reasonable dignity at the same time. Your campers will not only enjoy you, but will respect you too.

- **Approachability.** Are you approachable? Are you usually happy and smiling, or sarcastic and negative, or moody and unpredictable? Do people feel that you are interested and care about them, or do they find you cold and distant? Though some of these traits have to do with your personality, many have to do with attitude, which is something you can change. A simple smile can say more than you realize.
- **Common ground.** The Apostle Paul said: "I try to find common ground with everyone so that I might bring them to Christ" (I Cor. 9:22). Camp itself is a great common ground. All week you gain experiences that you can share and laugh about together. The whole purpose of the recreational activities at a Christian camp is to create this common ground that draws people into a relationship with one another. Use your common experiences to build bridges between yourself and your campers as a basis for sharing the love of Christ.
- **Altitude.** When children rushed up to meet Jesus, what do you imagine He did? Did He stand there and pat them on the head, or did He get down to eye level with them and let them crawl on his lap? It is interesting that the Gospels say (contrary to most movies) that Jesus sat down to teach the people. Jesus embraced the idea of getting to or below eye-level with people so that He could relate to them better. It works!
- **Consistency.** Treat your campers with care and respect no matter where you are or who is with you.
- **Avoid favoritism.** Some campers are cool. Some are cute. Some are plain obnoxious or smell bad. However, it is an extremely serious offense as a counselor to show favoritism, and it can destroy your relationship with all of your campers. Take the time to get to know each of your campers. Don't let a week of camp go by before you realize that there is a child or youth who has received almost no attention from you, while other campers have been your obvious favorites.
- **Empathy.** It doesn't take long to get seriously annoyed by a camper. Before you blow up at him and say things you will later regret, take a deep breath, send up a prayer, and try to get behind his eyes. See past his behavior to why they might be acting that way. Try to get at his real needs, not just the symptoms they are acting out. Bad behavior may be a sign of deep-rooted anger created by his home-life, a desperate attempt to get the attention they are starving for, or plain ignorance of your expectations. A half hour of listening might change your opinion of that camper forever. Feel his pain!
- **Helpfulness.** Look for every opportunity to do "random acts of kindness" toward your campers. Help with a suitcase, take time to look for a lost item, give your opinion on the t-shirt a camper made. A moment's interest and kindness speak volumes to a camper and will be substantially constructive to your relationship with him or her. Maybe it is because our world is so self-centered much of the time that even small kindnesses don't go unnoticed. Be the servant-leader who is always there for campers.
- **Constructive language.** "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it might benefit those who listen" (Eph. 4:29). Our tongues are powerful instruments, for good

or for evil. Watch carefully what comes out in your speech. Some kids can't handle teasing or sarcasm. They get enough criticism about everything at home. It is easy to undo all your relationship-building in one moment of anger or carelessness. "Be quick to listen, slow to speak, and slow to become angry, for man's anger does not bring about the righteous life that God desires" (James 1:19, 20). Make sure your speech builds up your campers.

- **Giving advice.** Give advice when it is asked for, but even then, remind the camper that you are only giving your objective opinion and that you may be off track. There is a way to communicate unasked-for advice without being offensive. For example, if you suggest deodorant to a camper with stinky armpits, you will embarrass him. But you could diffuse the offensiveness of your advice by giving it to the whole cabin, and by making it fun.
- **Perseverance.** Not every camper will respond to your best efforts to befriend him. Some will test you to see if you are genuine, or to check out the boundaries of the camp policies and your patience. Some will not respond readily to the gospel. You may have one or two who seem hopelessly bad or irretrievably lost. Think of how far Jesus went to love the unlovable, heal those whom society had cast out, and forgive those whose sins were many. Don't give up easily on a child, or write him off as an enemy. Ask God for the patience to work slowly and carefully to build a relationship with the resistant camper.

Tough Aspects of Youth Ministry

Abuse and Neglect

In homes where abuse is taking place, children live from crisis to crisis with the following unspoken rules:

1. Don't talk
2. Don't trust
3. Don't feel

While at camp, kids need to talk, trust, and feel in order to find relief and help while away from their abusive home. The best gift you can offer is genuine care, a listening ear, and an opportunity to release their suppressed emotions. The camp is required by law to report suspected child abuse. Talk with the Camp Director and Boys/Girls Director about how to proceed. Reassure the camper that you will inform only those who need to know and nobody else. If you suspect abuse or a camper confides in you, be careful to listen without interrogating. Show compassion and encourage the camper to keep talking, which is often what will help and comfort them the most. Let them know that you hear them, believe them, understand what they are going through, and care about them. You will probably find that your time with the child was 95% emotion and 5% information. This can be traumatic for you, as well. Keep your emotions under control while speaking with the camper. Give yourself some time alone to think it through. Pray for guidance and wisdom. Stay in touch with the camper throughout the week and follow up with them after camp, as you would for a camper who has made a spiritual commitment. You may be instrumental in their healing process.

Physical Touch

We are created to be social, and hugs are a healthy part of friendship. In many situations, a hug of excitement or congratulations seems appropriate. However, we live in a time when habitual hugging is a liability, especially between opposite genders. Avoid letting campers snuggle up to you, sit on your lap, or engage in frequent tussling or wrestling. To protect yourself from accusations and the appearance of evil, avoid being alone with a camper away from other people. If you are around groups, accusations are harder to make.

Note: In the event that a staff member is accused of abusing a camper, the staff member will be removed from interaction with campers while an investigation is conducted. This process does not imply guilt, but rather protects the staff member and the camper until the situation is resolved.

Discipline

Perhaps the part of camp you are not looking forward to this summer is camper discipline. Camp is supposed to be fun, and the thought of enforcing rules, breaking up disputes, and confronting campers about their behavior seems contrary to the idea of fun. However, if discipline does not happen at camp this summer, very few of your campers will have any fun. People who live without boundaries and authority structures begin to dominate, use, and hurt one another.

Discipline is instruction. It is more concerned with future development than dealing with a past event. Discipline is teaching better behavior, not simply administering justice or handing out punishments. So how does this happen at camp?

- **Begin with preventative discipline.** Act confident and be friendly when you first meet your campers. Introduce the rules and explain them if there are questions. Avoid unnecessary confrontations. Make it as easy as possible for campers to behave. Be with your campers. Establish regular routines. Reward and praise good behavior. Express nothing but total support for camp regulations, fellow staff members, and the camp director. "Be what you wish your children to be." CG 278
- **Use influence and control techniques.** When you see something beginning to happen, nip it in the bud. Clear your throat. Stare at the culprit. Shake your head. Stop in mid-sentence. Stand or sit next to the trouble maker. Try to redirect their attention. Remove temptation. Again, make it as easy as possible for them to behave.
- **Make corrections.** Be prompt. Don't delay dealing with a situation. Be consistent. Be fair with everyone in the same way every day. Speak kindly, but firmly. Get the record straight. Listen. Make sure the camper knows what has happened and that it is wrong. Try to find out why it happened. Explain why the behavior should cease. Suggest a more constructive form of behavior or response. Discipline individuals in private and at an arm's reach. Don't let them be across the room when you are talking to them. Stay calm.
- **Decide on consequences.** Sometimes a direct conversation with a camper will solve the problem. If the behavior continues, some disciplinary action is appropriate. It is usually best to talk to the camper before choosing any disciplinary action. Following are some appropriate disciplinary actions.
- **Limiting activity.** A little goes a long way. Take a ten-minute break to sit out of an activity with a camper and discuss their behavior. Have them walk or sit next to you for

ten minutes. It is a fairly serious thing for a camper to miss an entire activity.

- **Separation.** Trade places with a disruptive camper during camp council or at meals. Separation should almost always be temporary. Isolation is never appropriate. Someone should always be with a camper.
- **Making amends.** Help the camper become a part of the solution. Ask them to apologize to the people they have wronged, re-clean a floor they have intentionally muddied, etc. If amends cannot be made simply and quickly, contact the Boys/Girls Director or Camp Director.
- **Talk with the Boys/Girls Director or Camp Director.** If you have difficulties with any camper at any time and the consequences listed above are not working, contact the Boys/Girls Director or Camp Director. Don't hesitate to ask for advice. Even the best counselors have questions and appreciate support. The Boys/Girls Directors or the Camp Director will be happy to discuss the situation with you and look for solutions. Sometimes, bringing the camper in to talk with a higher authority can help them think more seriously about solving the problem.
- **Affirmation.** After disciplining campers and seeing response, it is essential that you still love and accept them; that all is forgiven and the slate is clean. Kids will not always respond to discipline. Even then they must know that you love them, though you disapprove of their attitude and behavior. The goal of discipline should always be a better relationship with your camper.

Inappropriate Disciplinary Actions

The following actions are inappropriate and may not be used at any time

- **Any form of physical punishment.** Handling a camper roughly, shaking him, hitting him, or almost any other physical action is not only inappropriate but also illegal. Be very careful when you are angry with a camper to avoid all physical touch or even threatening actions. It is also inappropriate to force him to do things that are physically demanding or threatening, such as running up and down stairs, doing push-ups, staying out in the rain, denying a meal or being forced to jump into cold water. These are punishments that may be traditional, but involve high risk of physical and emotional injury to the camper and will upset his parents.
- **Verbal or emotional abuse.** This includes shouting, name-calling, labeling, taunting, ignoring or embarrassing a camper in front of others. Avoid trying to make a camper feel guilty, which is the job of the Holy Spirit. Be careful not to make a big deal out of nothing. If you find you have overreacted, take a step back and apologize, then deal with the real issue.
- **Retaliation.** Occasionally a camper may do something that will injure you, your property, or your pride. Be very careful not to discipline a camper more strongly than you normally would simply because you were the one hurt. Never use discipline as a means of getting back at a camper. This is a very wrong use of your authority and a breach of trust with the camper. Stay as objective as you can.
- **Unfairness or favoritism.** It can be easy to impose adult standards on camper behavior, forgetting that they are children. Avoid disciplining campers for their actions one moment but changing your standards the next. Aim for consistency and treat your campers equally.

- **Bribery.** Bribery is always wrong, but reward should not be mistaken for bribery. For example, a desperate counselor might be tempted to offer to buy a camper a toy in the camp store if he'll only stop swearing. This would be bribery, because it is offering them something to stop their bad behavior. On the other hand, it would be appropriate to offer a reward for exceptional behavior, such as being the best encourager, or memorizing verses to get the most points for your unit.
- **Disciplining personality.** Some campers do not only make loud noises, they are loud. Others are extremely excitable, talkative, or hesitant about getting involved. Discipline kids for what they do, not who they are. You want to teach kids better behavior through discipline, but you will not change their personality, and it would be unfair to try.

Ask God daily for wisdom and creativity in dealing with camper problems. He has promised help. "If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him" (James 1:5).

Group Dynamics

The whole is greater than the sum of its parts. A group has the power to accomplish more than they can individually. The dynamic formed by a group is a powerful force, and it is vital that you mold it into a positive force.

Develop a sense of belonging. People everywhere have a deep need to belong to one another, and to be recognized as part of a group of others. Make it clear from the start that everyone owns a place in your unit, that you accept each one, and that you won't put up with anyone being excluded. Coming to camp is an event that has probably upset your campers' sense of security. Many kids will have difficulty if they are thrown into activities that threaten their security even more (like jumping into a cold lake or going up the climbing wall) if they have not established a sense of security in their own unit.

Create identity. Do special and creative things together as a unit that no other unit does. Dress up in some crazy way, or come up with a unit song or password. Plan experiences unique to your group like arranging to meet in some special place, unit devotions, or standing and singing a loud and silly song in the middle of breakfast. Having a unique and separate identity draws the group together.

Unique roles. Create opportunities for each person to have their personal role and make a contribution to the group. Some campers need more help establishing their place in the group, and so you might assign them a special responsibility such as getting desserts for everyone or the opportunity to be the flag-bearer for your team. By the end of the week, the group should be capable of identifying how each person fits the puzzle that forms your unit.

In every unit a natural leader will arise. Most often the leader in the unit will not be you, and very often it will be a camper whom you would rather not have as the natural leader. I've discovered that if you patiently befriend the natural leader and spend extra time with him outside the unit, they will be less of a problem and the group itself will also become more manageable. Don't let the natural leader in your unit become your enemy, or you may find the

whole group against you. Exercise firm love to keep the leader from working against you, and to keep him from intimidating and manipulating the rest of the group. Let that person know they have your trust and you are counting on them, and they will often respond by doing things your way.

Mutual accountability. Make the campers in your unit accountable to one another. For example, during cabin clean-up, make it a matter of unit loyalty that each person is expected to do his part. Rather than getting after the camper who isn't doing his share, let the group work it out. Of course, kids can be cruel and you will need to keep the experience from becoming negative. However, you can use group dynamics to maintain control in your unit group in a very positive way.

Teach responsibility to love one another. Our world is becoming so inward and self-centered that kids are becoming dangerous in their irresponsibility to one another. We have an opportunity in the small unit group to turn them outward, and to teach them by word and example to love as Jesus loved. Rather than letting them cling to their personal rights—or imagined personal rights—make them aware of their personal responsibilities to the people around them.

Encourage them when love hurts. Kids can seem very resilient, but despite your best efforts they do occasionally get hurt emotionally at camp and the hurt can last a long time. If they entrust you with even a little hurt they are feeling, count it an honor, give them time to talk about it, and work with them towards a solution. Encourage them to forgive and to restore their relationships with other campers, rather than take the world's usual easy way out, which is to get back at them or walk away. If it is you who have hurt their feelings, be quick to admit you are wrong and make it right. They will trust you more if you ask for forgiveness than if you just let it ride. Even a counselor can learn from his mistakes.

First Impressions: Opening Day

During a camper or parent's first four minutes on the grounds lasting impressions are formed of our staff, facility, and the overall quality of our operation. The remainder of their experience is spent justifying the opinions they created early on in their visit. As you greet parents and campers, remember that you never get a second chance to make a first impression. Always be enthusiastic, look people in the eye and smile broadly, and give good firm handshakes. Find out if the camper is returning or if this is their first time to come to Camp Wakonda. Ask, "Is there anything else I can do for you?" If a parent appears to be angry, be courteous and make them comfortable. Tell them you will be right back, go get the Director ASAP, and tell him how angry the parent is on a scale of 1-10 with 10 being the angriest.

General Staff

The first task is to welcome campers and parents beginning at the camp entrance and parking area. The attention you give to caring for a camper's luggage will tell the parents how you will care for their child. Assertive friendliness and a willing attitude to help will make parents and campers feel more comfortable during those first exciting, yet uncertain minutes.

Counseling Staff

Check your cabins to make sure everything is clean and ready to go. Boys and Girls Directors should be at the registration area early to greet campers and parents as they arrive. Make sure you give a good impression to the parents. When registration begins, counselors should go to their cabin areas, where they will meet their campers. Other staff will lead campers to the cabin area. Plan ahead and have activities, games, etc. that you can play with your campers, to help them feel comfortable, while waiting for additional campers. Introduce yourself and be warm. Don't be too serious. It is also a priority that you learn your campers' names by dinner time.

Medications: If a camper has any medication in his/her luggage after they have registered, please take it to the nurse at supper time.

Contraband: Please gather all radios, CD players, magazines, etc. Wrap with tape, label with camper and cabin name, and give to the village director. It will be safely stored until the end of the week. If a camper has cash with them, encourage them to bring it to the Office and they will credit it to their store account.

Camper Agreements: Read camper agreement and make sure the campers understand everything in it, have each camper sign it, and post it on the back of your cabin door.

Emphasize appropriate clothing: Remind them that they are at a Christian camp and that they have agreed to a dress code before arriving. Talk about how certain activities require specific clothes (bathing suit at waterfront, jeans and close-toed shoes at horse barn, etc.)

Daily Schedule: Review this briefly so campers have an idea.

Meals: Review procedures and expectations

Safety Procedures: Review posted procedures

Understanding Our Campers, by Age Group

A Very Generalized Overview of Human Development

- Discovering: at 0 – 4 years, we are responding to the world
- Testing: at 4 – 7 years, we are finding the boundaries and crossing them
- Concluding: at 7 – 10 years, we have the answers to all of life's problems
- <<<Puberty reboots the whole system>>>
- Discovering 2.0: at 11 – 13 years, we are discovering the world all over again
- Testing 2.0: at 13 – 17 years, we are rediscovering boundaries and crossing them
- Concluding 2.0: at 18 years and beyond, we are deciding what is important

The Cub Camper

The world revolves around them

- There is nothing on earth smarter than your cub camper: their mom told them so. They know first and experience second. If they are proved wrong, they will have an immediate excuse. They have good intentions but often lack follow through. Talking is their way of keeping an adult's attention. When a camper knows they have had your heart and soul for a period of time, it has been a significant (and perhaps uncommon) experience for them. Does anything they constantly talk about interest you? Maybe not, but your

camper matters to you. When you listen attentively and humbly let yourself be instructed, you communicate that you care, and they will love you in return.

Harsh, whiny, needy

- Cub campers make assumptions about everything: which results in idealism and unreasonable expectations. They have high standards for anyone they look up to, which of course includes you. Cub campers will probably respect you as a counselor, but don't be surprised if they frequently challenge or correct what you say. They can also be very critical of themselves, not meeting even their own expectations.
- This helps to explain bullying at this age. Perhaps one camper failed to make a good first impression: it may not be the first impulse of your cabin of cub campers to give a second chance. If you defend the outcast, the other campers will see you as part of the problem. Look for ways to elevate this camper in their eyes: like finding a way they can make an important contribution to the group, maybe by helping win a contest.
- They have a heightened sense of fairness. Story time: A group of ten-year-olds were playing basketball in the rain. Every time anyone made a shot the ball would fall in a puddle and splash everybody. It was great fun, but one of the players complained, "Everybody keeps getting me wet!" He didn't think getting wet was fair to him, not realizing they were all getting wet and it was part of the game. Remember Romans 12:18: "If it is possible, as far as it depends on you, live at peace with everyone." Even when cub campers are being unreasonable, your job is to keep the peace.
- They will have made wrong conclusions. Some information they have collected is simply not true, based on wrong assumptions and principles. As a Christian mentor, you have the opportunity to offer them the truth and show them an example of morals and integrity.
- Cub campers' relationships with adults are more significant than relationships with peers. They have friends, but the most impactful people in their lives are adults. Therefore, a cub camper's week at camp often revolves around their counselor. They can be clingy and will do anything to get your attention, including literally clinging to you and not letting go. They will ask you for directions, cry to you with every scratched knee, and make you mediate every dispute. You are the big brother/sister tasked with looking after them.
- Many kids this age are easily bored, even at camp. After an exciting game, the camper may say, "It was okay, I guess. Kinda boring." The game was exciting enough, but it made them feel alone and they crave conversation and connection. The word "bored" is a clear signal that a child desires some attention from you, not more thrills. Time with you, including your full attention, is what will satisfy.
- Many cub campers lack a sense of self-worth. This presents an incredible opportunity. These kids want to spend time with you, desire your attention, and are ready and willing to learn from you! In a few short years none of that will be true. Make your campers your priority. An opportunity lost in these years may never be seen again.

A sense of entitlement

- Children of this age are encouraged to take charge of their own lives, to think for themselves, to make their own decisions, and to work at their own pace. Many kids today

enjoy vast material prosperity and opportunity. To the average North American cub camper, having stuff and being comfortable is a “right.”

- They may not obey you. Many parents do not hold their kids accountable for disobedience. There has seldom been a generation of kids so aware of their human rights, and so ignorant of their human responsibilities. This means you have the opportunity to teach respect for authority, as well as self-discipline and personal responsibility: important life-skills that often are not being taught at home.
- Kids are capable of hurting kids. Elementary teachers spend more time trying to maintain control than teaching their classes. Here is another vital opportunity: teaching respect for others and the ability to work together as a team.

Little kids, big world problems

- Cub campers face decisions that they are too young to handle, such as: which parent to spend Christmas with, choosing how to cope with the death of a sibling, or peer pressure to start bad habits like lying, stealing, or smoking.
- Increasingly they are pressured to be like tweens, and get a boyfriend or girlfriend. We need to encourage cub campers to have cub relationships. It may be cute to watch them write love notes and hold hands at age ten, but it is unhealthy to support it. Encourage cub campers to focus on their relationship with you and your unit, because these are the natural primary relationships for this age group.
- You can see at the kids’ soccer game or the dance lessons, where parents scream at their kids from the sideline or fight over their place in line: there is pressure to succeed. Camp should be a place where kids have some space, where they aren’t pushed to perform and where it is okay to be a kid. Cub campers have a deepening need to be loved and accepted for who they are. They don’t need more pressure to succeed from counselors and staff.

Not too young to follow Jesus

- The highest percentage of campers coming to know Christ at camp is in this age group. Almost all cub campers are old enough to understand the Gospel and to know what they are doing when they make decisions. They can be very sure and very dedicated.
- Cub campers have the super power of memorization. After age eleven, you will never again have such an ability to retain and recall information. Make devotions and discussions memorable and meaningful, and challenge them to apply what they learn in their lives. Be sure they memorize the Bible verses. They will retain those words longer than you, and God knows how much they will need them in the years to come.
- They want reality in their faith. Church kids will be bored with the same easy answers they have heard all their lives. Challenge them with the deep truths of God’s word; show them that what you believe really does affect the way you live.
- The best way of convincing this age group of the Gospel is by living it! The more positive relationships they have with staff who show their faith by what they do, the better.
- It is important that you as a Christian staff know how to share the Gospel in a clear and simple way. Avoid metaphorical phrases like, “ask Jesus into your heart,” as they may dwell on how an adult sized Jesus is going to fit into their literal heart. They have a great capacity to understand, but our phrasing can confuse and mislead them easily.

- They may need to regain assurance of their faith. Even cub campers may not be sure if they are Christians, or may have serious doubts about their faith. These aren't rebellious doubts, but searching ones: Can God really love me? How can I know for sure that I am a Christian? Why does God let bad things happen? Is God listening when I pray?
- Be careful to admit the limits of your own knowledge. If you don't have an adequate answer, tell them you will ask someone else—and actually do it. Also be ready to admit some of your own times of doubt, and how you have dealt with them. Cub campers will not be satisfied with easy answers. They know everything, after all, so give them the full truth.

The Tween Camper

Hormonal transformation

- It's been a whole year since you saw your favorite ten-year-old at Cub Camp, and you hear they're coming back to camp this year: you can't wait to catch up. They were so sincere and friendly and you remember the time they landed kind of weird after being launched on the blob, but they were still all smiles afterward. But to your horror, when they arrive at camp, they are four inches taller, wearing weird clothes, and have forgotten how to speak more than a few basic words. Your cub camper, now turned tween, is experiencing puberty. The changes are not just physical. Rapid developments are happening on the emotional and social level too. It can be a very upsetting and scary time for these tweens.
- Obviously not all kids change at the same rate: in the 11-13 age group you can have little boys who like to burp loudly, as well as young men who are ready to shave and sing bass. Across from them are small giggly girls that stink after the third day of camp, alongside young women whose main goal is looking and smelling great for the benefit of their crush.
- However, along with the difficulties of the age are opportunities to see miracles happen and lives transformed. Here are some things to observe about the age group, and some appropriate ways to respond:

The priority of friendship

- It is at this age that friendship becomes a camper's highest priority. This can be very good, or very bad. Friendship at this age is an all-powerful force. They could have a great time counting ceiling tiles in the basement, and a terrible time at the amusement park. It all depends on who's there.
- Because friendship is so powerful at this age, tweens tend to become like their friends. Paul's warning, "do not be yoked together with unbelievers," shows that he knew the power of friendship. Not that we can't have unbelieving friends, but committing yourself to (being yoked with) them means committing yourself to their values and lifestyle.
- As strong as friendships are at this age, they can love each other one minute and be fighting the next. Commitment to friends can cause them to do things they would never

do on their own, and yet they dump one another over the smallest issue. This can be a challenge as a counselor.

Working with, not against, friend groups

- Find out who in your unit came with whom. There is no guarantee that campers who asked to be together will stay friends all week, but knowing who came together will help you to understand the dynamics at work. Watch friend groups form and change all week. Take note, it can help you understand them.
- Jesus worked with friend groups. Imagine Jesus sitting down among a group of fishermen, tax collectors, or children. He listens, he observes, he waits as they become comfortable with his presence. He throws in a comment, asks a question, listens, and observes some more. Soon they are asking him questions and offering him food.
- The best counselors I have known have been like Jesus: the “one who comes alongside.” Yes, He related to individuals—like the woman and the well, Nicodemus—however he identified with others in their peer group: tax collector Matthew and his friends, a swarm of curious children, the fisherman mending their nets. Keep this in mind for tween campers.
- Unless it is a serious matter, don’t separate a friendship group as a form of discipline. Be careful to avoid favoritism, like being easier on one friend group than another. Sometimes it is better to discipline the whole group rather than single out the “ring-leader.” Treat their friendships with respect.

Take your time

- Scenario: It’s the first day of camp. You introduce yourself and they don’t even offer their names in return! In fact they seem a little embarrassed about being seen with you, and quickly go off in several little groups. Remember, this is not Cub Camp. Tweens are likely to have been hurt by adults they once trusted. They have not yet realized that pain is part of any relationship, so they may be reluctant to get close to you. They might seem unfriendly, but really they are afraid: People let them down, they didn’t do what they promised, and it can be painful to get too close to someone.
- Be patient and empathetic. Give them some time and space so they don’t feel as if you are policing them. Be ever available. In those times when they want to spend time with you, put everything else aside—listen and observe attentively. Don’t push yourself on them, but be there as a guide, a brother/sister, a boundary-setter, a teacher. Make sure it is their respect, and not just approval, that you are earning.

Submission to conformity

- For tweens, acceptance into a friend group is important but costly. It may require dressing a certain way, or a certain type of behavior. Friends may expect friends to like certain music, or to have a certain level of achievement.
- As a counselor it is not necessary to take on the “baggage” of a particular friend group. It may take away from their respect for you. At the same time it is good to be observant of the group trends, and may even help you with ideas for Bible discussions or devotions.
- There is another group at camp: those who don’t fit into any group. Some of these kids will be used to getting left out of things, but for others it is a new experience caused by

some unfortunate circumstance. These kids need extra attention from staff to get them involved and help them feel accepted. This can be extremely time consuming: be prepared to give these kids some extra encouragement.

Re-evaluation of faith

- Does it seem like your cub camper from last summer has lost his faith because they are suddenly challenging the Bible flirting with worldly values? Give them room to find reasons for their faith, to question some things, to have differences of opinion from you and to challenge your beliefs and lifestyle. In return, ask the hard questions about what they say they believe compared to the way they live.
- Pray hard. This part of a youth's life is very precarious, and what they do now will have implications for years to come. You need wisdom from God moment by moment. Ask non-counseling staff to pray with you, call home to prayer warriors there, and meet with another counselor daily to pray for your campers.
- The wonderful thing is that as we pray and make ourselves available to God, He works through us in incredible ways. Wherever spiritual battles wage the worst, the greatest victories are won. The battle belongs to the Lord.

The Teen Camper

Grabbing life by the horns

- That tween camper that gave you such a hard time the past few summers suddenly arrives back at camp and...in many ways they seem all grown up. By this point, the teen camper is no longer bowled over by hormones, but has started to get a handle on them. Not only is life coming back together again, but the choices he or she is making are much more permanent than ever before.
- Not that, once they are seventeen, they will never change, but from this point on any changes in character will be slower, more costly and more painful. By the time they reach their twenties, they have mostly settled into the person they will be in terms of personality, lifestyle and spirituality. All that is left is to mature.
- This group can become very annoyed about being "labeled" by adults. They are also capable of great things, and know it. They want to do great things, and find it frustrating to be held back or not allowed.

Priority of choice

- This is an age of forming personal values, and there is nothing on which teens place greater value than freedom of personal choice. The last thing they want is people telling them what to do, what to believe, and how to think. Every attempt on the part of another person to force a decision on a teen will be met with resistance, even if they agree with the decision. They want people to listen first, listen with understanding, give advice if and when asked, and let them make some mistakes of their own. They are ready to discuss and defend their views on things. Do not lecture during devotions at this age: rather give them the opportunity to be heard.

- Teens want freedom, but are not ready to be without boundaries. Set broad guidelines at first, and narrow them only if the camper's behavior warrants it. Give them room, but have lines that must not be crossed and consequences if they are.
- Be careful not to belittle teens, treat them as children, or put them in situations where they will feel embarrassed in public. Be very conscientious to the sensitivities of this age group, and preserve their dignity even when you are just trying to have fun.

Chosen friends

- Friends at this age are very important. Instead of becoming like their friends, they increasingly begin to choose friends according to their personal values and principles. Check out their friends, and that is who they are—for better or for worse.
- You can expect some of your campers to have a boyfriend or girlfriend who will draw their attention away from important aspects of camp. You will also need to be aware of couples with a tendency to wander off together. Make sure they are at every event, and don't be afraid to confront them if necessary.
- What kind of a relationship does a teen camper want with his counselor? They likely won't accept you on the same basis as a peer, but more like a big brother or sister. Be the kind of person they will want to be someday, but also someone who loves and accepts them as they are. Let your authority come out of the respect they develop for you, the respect which you have earned.

Concern for significance

- Teens have made important decisions about what is important to them: social and political issues, cars, sports, guys, girls, and they are investing time and money into those interests.
- As much as teen campers demand independence, they also want guidance and structure in their lives. Encourage them to explore options that you know will give them a sense of real significance. Challenge them to consider what they can do to serve other people and achieve a sense of accomplishment.

Disappointment on hold

- Four out of five teens describe themselves as "excited about life." Three out of four claim to be "optimistic about the future." Two out of three see themselves as "a leader" and "physically attractive." However, this self-portrait is unrealistic. Sociologist George Barna claims that youth paint this picture of themselves, not so much to mislead others as to "anesthetize" themselves against the harshness of life in this world.
- Many teens today enjoy a standard of living that is higher than any previous American generation, with options and opportunities to do almost anything they can imagine. As adults, they will likely not enjoy the high standard of living they currently are experiencing.
- They have always wanted freedom, but as they try it out their anticipation is not satisfied and their idealism falters. This is a generation very much in need of hope and faith.
- Pray that they will be willing to talk with you about their disappointments in life, and when they do: listen—offering faith and hope rather than advice. What they really want from you is to know you are there, that you understand and care. They feel safer at the

wheel of their own car, and don't want you grabbing it from them and trying to steer, like so many adults do.

Highly spiritual, but not necessarily Christian.

- Many older youth are seriously disappointed with God. If asked why, they will point to unanswered prayers or a discouraging circumstance. But their real beef is with God Himself. As they make conclusions from the world around them and their experiences of life, many youth develop a picture of God that is not what they had expected and hoped for. They feel He has let them down, that He pulled away when they needed Him most, or that He simply remained silent. The answers they learned to parrot in church do not satisfy them, and neither does the "God" they have made in their own imagination.
- Take them to Jesus. He can be understood and believed in and loved. He lived and walked this earth, and knows the disappointments. The average teen's view of God apart from the truth revealed in Jesus Christ will lead to disillusionment. Tell them about their Savior.

The Family Camper

It is tough for families to balance work, household duties, hobbies, and family time. Parents have to be very intentional about finding time for personal rest, as well as quality time together with the spouse or the kids. This is why families take vacation time off from work to take a road trip out west or book a cruise together. Did you know: depending on the size of the family, it can cost almost as much as a cruise to come to camp? And yet, families who love Camp Wakonda will choose Family Camp for their vacation time. Why?

- Quality time with family, and a relaxed schedule with lots of options and free time.
- Fellowship with Christian adults. At Family Camp, many adults stay in the dining hall until midnight, talking and laughing and making more noise than cub campers. This is because they are in need of adult Christian friendship. This is not something they can get out of just any vacation—it is part of what makes Camp Wakonda unique.
- A staff team that cares. On any cruise, the staff do a great job of making their customers feel welcome. How much more, at a Christian camp, can we get to know our campers, connect with them, hear them, and let them know we are happy they are with us? That has been a priority in many years, and needs to be a priority this year.
- Being ministered to and led in worship. This is probably the biggest reason why families choose Camp Wakonda over a cruise ship. Many of our family campers are people who do the ministering and the worship leading—whether at home or church. So this is our opportunity to say, "we've got this," and providing quality programming that helps them to relax and be spiritually nourished for a change. This is also what can make or break camp for many campers. Ministering to people and leading them in worship has less to do with a "right way" and more to do with getting to know your audience and designing your approach around them. Many of our former campers have realized, over the course of several years, that there are other quality Adventist Family Camp programs in the summer and they have chosen them over us. Let's make it our goal to make an impression and keep these campers returning next year.

How to minister to family campers

- Focus on service and mission. We get to bless potentially stressed out families with memories that will last a lifetime. The least we can do is provide an amazing week away from the grind of daily life. Be on time if you are in charge of an activity, and go the extra mile to make sure that it is a top quality experience. Give them the gift of being able to focus their attention on one another, without the distractions of poor service or badly run activities.
- Offer more than kids camp has to offer. At kids camps, one of our goals is to teach self-discipline to young minds during formative years. To that end: we are tough on things like start times and curfews. At Family Camp, we're a little less focused on discipline and more focused on providing a great vacation. So when we'd usually start putting kids campers to bed, we will provide extra activities that older Family Campers (and younger ones, with permission from their parents) can continue to enjoy.
- Watch for families or family members who seem alienated. A family may be for some reason not connecting with other campers, due to undisciplined or hyper kids, or family habits that are unusual. Jesus said it was the sick that need a doctor, and these families need you as staff to come alongside them. Your love and care may be just what they need to draw them to a lifestyle set in order by Jesus.
- Many of our campers may fall in the "single mothers" category. Staff playing with their children may mean the world to these mothers—especially male staff, because these kids may lack a male role model at home.
- Be available to listen with care and understanding to the children of hurting families. Be careful not to take sides and be slow to offer advice. Just listen and care, because that is what they need most.
- "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity." Your very presence at camp is of incredible encouragement to the adults here. Many of our campers may have worked at camp before in the past, and they may be living their youth vicariously through watching you minister throughout the week. If you get questions or comments that seem annoying to you, brush off that impulse and listen. It may be that they have something important for you to hear. If they truly don't, you can still minister by helping them to feel that their voice has been heard, and by offering an "I'll work on that," or "thanks for the advice!" Campers watch your dedication and faith and your ministry to their kids and themselves. Family camp can be a time where we are tempted to slack off or let loose a little: finish strong. This week counts, a lot.
- Take time to share with them how your summer is going and the incredible things God is teaching you. Your testimony and example may be what they remember most about their week at camp.

Teaching a Class

Planning

- Planning is an important part of teaching a class. Planning takes place both before the campers arrive at camp and while they are here. The more you have planned well in advance, the more confident you will feel.
- Brainstorm with other instructors to get new ideas. Asking questions and borrowing ideas is perfectly alright. Your department director and your fellow instructors are there to support you and help you be a successful instructor.
- Remember that it is important that every camper feels successful in your class. Because every camper has different skills and abilities, standards of success should be flexible. For example, a goal of making it to the top of the wall is rigid. A flexible goal would be improving your climbing skills each day. Most can feel successful this way.
- Write out what the campers will be doing each day. Can you explain instructions clearly? About how long do you think each activity will take? Do you envision some campers taking longer than others? What can you do to occupy those who have finished early? It is often helpful to plan an extra activity, just in case.
- You may also need to make adjustments based on age level. Younger campers may need simpler activities with more guidance. Older campers may require more challenging or complex activities.

Preparation

- As you plan your activities, prepare your area and gather the supplies you will need. Organize your supplies so you can find them easily. Do you have enough supplies to last the week? Do you have enough to last the summer? If you need anything, let the office know several days in advance. Make your requests specific. They will do their best to find what you need.
- Try everything the campers will be doing. Make a ceramic. Groom a horse. Shoot a few arrows. Slide down the zipline. You will have a better understanding of how the process works, what glitches the campers might run into and what you can do to make the process even more fun.
- Make your area as warm and inviting as possible. If you meet indoors, make sure there is plenty of light and fresh air. Open windows and doors. Meet outside if possible. Clean up trash. Provide a wastebasket. Store sharp knives, dangerous chemicals, etc. where campers are unlikely to play with them.

When they Arrive

- Make sure you arrive at your teaching area well before class begins. Some campers may be so excited about your class that they arrive five or ten minutes early. This is a great time to get to know them. Greet them. Welcome them to your class. Get to know their name. Ask them what they did in their last class or what their favorite thing has been today. Show interest in them as people.
- It is always helpful to have something ready for them to do when they arrive in your area. This tends to keep them busy and out of trouble until everyone is ready to begin.

together. Make a sand castle with them. Let them graffiti the paper tablecloth. Practice tossing horseshoes. Brainstorm with your fellow instructors to come up with your own creative activities.

- You will receive class rosters Monday morning at staff worship. When it is time to begin class, count heads quickly and compare the names you have learned with the names on your class roster to make sure everyone who should be in this class is here. If someone has not arrived by the time class officially begins, let the office know. Don't forget. A camper may be hurt or getting into trouble. Everyone needs to be accounted for.

Beginning Class

- Begin class by sharing a brief worship and having prayer. Your worship doesn't have to be longer than a minute or two. Kids love personal stories. Keep it short, though. If possible, relate your thought to the theme or memory verse.
- After the thought and prayer, let them know what they will be doing that day. Be enthusiastic. Whether you know what you're doing or not, your enthusiasm can make the class fun and memorable.
- Start on time. This is a priority for getting everything done that your class requires. It is the responsibility of counselors and campers to get to classes and activities on time. If the class requires jeans, jeans need to be on well ahead of time so there are not last-minute changing holdups. If the class requires a swimsuit, it can be worn under other clothes. If the class requires changing out of wet clothes and into dry ones, that needs to be done in a timely manner, and doesn't need to necessitate a trip to the cabin. Unless an incoming camper is declared missing, a class should begin on time and the camper will miss out on a portion of the class if they are late. Demonstrate grace—don't be overly rigid. One staff could catch a tardy camper up on a few items of information they missed. The point is: don't hold up the class

During Class

- Your primary duties as a teacher are to help the campers be successful and demonstrate practical Christianity. Talk with them about how they feel. Get to know them. They will appreciate it.
- Pay attention to their individual temperaments and needs. Some may need more explanation than others. Some may need specific help. Be attentive to their needs and do what it takes for them to feel good about their achievement.
- Be encouraging. Smile. Focus on the positive. Compliment them individually on real, specific things. Say, "I saw you encouraging Donald today. I really appreciate that. Thank you" or "Your position was perfect. You kept your knees bent and your arms straight. Nice job!" Give them all the genuine affirmation and appreciation you can. They need it.

Ending Class

- As you teach, keep track of time. If the campers can spend two or three minutes helping clean up or put away at the end of class, allow time for that. Ask them to do specific, simple things to help you such as dumping out used water, putting helmets back, folding a blanket, carrying life-jackets, etc.

- When it is time for the class to end, let them go. Don't make them late to their next class. Don't let them out early either, unless there is a really good reason. Too much time unsupervised leads to disaster. Think of an extra activity that can occupy time for a class that gets done early.

Between Classes

- Use the time between classes to reorganize your materials, tidy your area, think of how you might do things better and pray for guidance. Use the bathroom or get a drink. Ready or not, here they come again!

Rainy Days

- Most instructors who teach outdoors will need to plan alternate indoor activities for rainy days. Brainstorm with your department director and your fellow instructors about fun and creative ways the campers can practice related skills indoors.
- Caveat: This is not an excuse not to run activities that can be run in the rain. Most rainy day activities will only be necessitated if there is thunder. Don't assume there will be thunder: do the activity in the rain until you hear thunder and then travel to your indoor activity. We are at camp, getting rained on is, generally, okay. ≥
- If possible, find unique areas for your department's rainy day activity. If all of the activities are in the pavilion, it may be hard to keep your kids' attention with many other activities going on nearby.
- Remember: there are no makeup periods. For rained-out classes, try to make up the missed info the next day as quickly as possible. For rained-out activities: they will not get another chance to do that activity. So make sure you don't cancel the class/activity for no reason, and make sure your rainy day activity at least seems as fun as what they are missing. Talk up the rainy day activity to your class, as if they are a special group who gets to do something that no one else gets to do.

Remember ...

- "Campers don't care how much you know until they know how much you care."
- "The strongest argument in favor of the gospel is a loving and lovable Christian." – Ministry of Healing 470
- "Every act, every word, is a seed that will bear fruit." Christ's Object Lessons 85
- "I can do all things through Christ who strengthens me." Philippians 4:13

Appendices

Appendix A: Radio Etiquette and Emergency Response

Communication is vital for a successful summer, especially in dealing with emergencies. Camp uses a set of two-way radios to contact each other and to broadcast information. Radios must be used responsibly. Campers do not have permission to use the radios; they are for staff only.

To use a radio, press the talk button and wait *one full second* before speaking. To call an individual or department, state your call sign followed by the call sign you wish to reach. For example, "Pastor Zack to Waterfront." Wait for the reply, "This is Waterfront, go ahead." Then, state your question or message.

Emergency Codes

Being prepared is the most important step to keep our campers and ourselves safe. The following procedures should be learned and the emergency codes memorized so that all staff know how to respond quickly to an emergency situation.

Code Red **Fire/Smoke.** Evacuate buildings and take campers to the basketball court for roll call. The main camp fire alarm will be sounded. Each counselor is responsible for making sure their entire unit is present. If the campers are in an activity, they are to be dismissed at once and instructed to go directly to the basketball court. Instructors and general staff report to their preassigned fire stations and await further instructions. For evacuation of buildings, use the doorways farthest from the fire and most easily accessible to the campers. If there is smoke in the room, keep campers low. If all doorways are blocked by fire, use a window far from the fire and closest to the ground level.

Code Black **Armed Intruder.** If it becomes apparent that an armed intruder is on or near campus, please notify the office as soon as possible so that the police can be called. The office will then announce over the PA "Code Black, Police will arrive shortly." Remember these three words: Run, Hide, Fight. If you can get yourself and those near you off campus or as far out away from the paths most travelled, do so. If running isn't an option (the intruder is nearby and running would present more danger), quietly hide yourself and those with you in concealed locations with the fewest lines of sight possible. Barricade doors and close blinds if possible. Only in case of extreme circumstances, engage the shooter by attacking with improvised weapons, yelling/screaming, throwing items, and committing to your actions (this is never advised as a first line of action, but is recommended by the United States DHS). In most cases, remain quiet and hidden until you hear the "All Clear" code over the PA.

[**All Clear**] **Situation Resolved.** Resume normal activities. All imminent danger has passed.

Code Yellow **Missing Camper**

1. Every counselor and instructor needs to do a roll call and count their campers at the beginning of each class, activity period, or transition point. If a camper is missing, ask nearby staff to search the area where the camper should be.

2. If the camper is not readily found in the location they should be, the nearest staff with a radio should alert “radioworld.” If necessary, a conversation about details—last known location, hair color, clothes currently worn—may be necessary. If no one in “radioworld” is aware of the camper’s whereabouts, within ten seconds, the Camp Office will be notified of the situation.
3. The Camp Office announces over the PA system: “Radioworld, camper ____ is missing (add relevant details of last location and appearance).” The office repeats the announcement, and then states: **“Begin Code Yellow Stage 1.”**
4. At the announcement of Code Yellow Stage 1: all staff should immediately take action. Each department should take attendance and search their area. If at any time the missing camper is located, immediately radio the Camp Office. In the meantime, the Camp Office will contact each department for a report. Directors report with *“negative”* if the camper is not in their area, or *“still searching”* if they have not finished checking their area. The Camp Office records their reports.
 - a. **A Note:** It makes sense for the Camp Office to start with small departments like the nature center and end in larger departments like the Horse Barn.
5. Once each activity department has reported in, the Camp Office makes one final call: “Last call, does anyone have eyes on camper _____?”
After ten seconds, if there is no reply, the Camp Office announces **Stage 2** twice on the radio and PA system: “Radioworld, begin Code Yellow **Stage 2**. All staff report to the Waterfront.”
6. Each area sends one designated staff member (a counselor, if possible) and all campers to the basketball court to meet with counselors for line call. All other staff **run** to Waterfront to search the swimming area. During this time, the Office makes a repeated announcement over the PA system: “Camper [Jane], you are missing. Please report to the nearest staff member immediately.”
Meanwhile, directors will continue to search their areas.
7. A drowning victim will suffer brain damage after only three minutes without oxygen. All staff link arms and sift the bottom of the shallow end with their feet after once or twice through, shallow end searchers can join divers or continue to search the woods by the Waterfront.

Code Yellow Leadership Tasks

Office: Pastor Zack calls 911. If the phone rings, answer and say, “Camp Wakonda, please call back in an hour.” Manage radio traffic.

Kitchen: Dining Hall

Elgin: Drive all roads.

Girls Director: Girls Village, bathroom 2

Boys Director: Boys Village, bathroom 1

Media: Assist searching where present

Horse Barn: Horse Barn area

Waterfront: Coordinate water search

Nature Center: In/around Nature Center

Ceramics: Warehouse, Sports room

Rock Wall: Rock Wall area.

Maintenance: Help drive roads.

Boating: Mud Lake launch/ski lodge area.

Code Yellow Office Checklist

Date: _____ Time Started: _____ Time Concluded: _____

Camper Name: _____

Camper Description: _____

Last seen at: _____

Call Sign: Response

Girls Director negative __ searching __ no reply __

Boys Director negative __ searching __ no reply __

Waterfront negative __ searching __ no reply __

Boating negative __ searching __ no reply __

Nature Center negative __ searching __ no reply __

Ceramics negative __ searching __ no reply __

Climbing Wall negative __ searching __ no reply __

Horse Barn negative __ searching __ no reply __

Appendix B: Organizational Hierarchy

General Conference (World Church)

North American Division (Canada, USA, etc.)

Lake Union (Illinois, Indiana, Lake Region, Michigan, Wisconsin)

Wisconsin Conference (Constituency from local churches)

Executive Committee (Select representatives of Constituency)

Administration (President, Executive Secretary)/Treasury

Departments (Education, Giving/Trusts, Ministerial, Youth)

Camp Committee (Camp Meeting/Camp Grounds/Projects/Equipment)

////

State/County Regulators (Inspectors, Lawmakers, Certifying Organizations)

Camp Staff (Paynes, Ziesmers, Seasonal Staff, Volunteers)

Campers/Visitors (Camp Meeting Guests, Kids Camps, Family Camps, Schools and Students, etc.)

Appendix C: Schedules

DIRECTORS TRAINING

May 30 - June 2

Agenda will be sent to Directors

STAFF TRAINING WEEK

June 2 - 8

Sunday

Staff Check-in/Photos | 3:00pm – 6:00pm
Supper and Capers | 6:00pm – 6:50pm
Ice-Breakers | 7:00pm – 8:00pm
Praise Practice | 8:00pm – 8:30pm
Play Readthrough | 8:30pm – 9:30pm
Fellowship/Wind-down | 9:30pm – 11:00pm
Staff Curfew 11:00pm

Monday

Rise & Shine (Devotions, Fitness, Prepare for Work) | 7:00am – 8:00am
Staff Meeting | 8:00am – 8:30am
Flag Raising | 8:45am – 8:55am
Breakfast and Capers | 9:00am – 9:45am
Work Outside/In Departments | 10:00am – 1:00pm
Lunch and Capers | 1:15pm – 2:00pm
Staff Training | 2:15pm – 5:30pm
Flag Lowering | 5:45pm – 6:00pm
Supper and Capers | 6:00pm – 6:50pm
New Staff Initiation | 7:00pm – 8:00pm
Praise Practice | 8:00pm – 8:30pm
Play Auditions | 8:30pm – 9:30pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 9:30pm – 11:00pm
Staff Curfew | 11:00pm

Tuesday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting | 8:00am – 8:30am
Flag Raising | 8:45am – 8:55am
Breakfast and Capers | 9:00am – 9:45am
Work Outside/In Departments | 10:00am – 1:00pm
Lunch and Capers | 1:15pm – 2:00pm
Work Outside/In Departments | 2:15pm – 5:30pm (all to Waterfront)

Flag Lowering | 5:45pm – 6:00pm
Supper and Capers | 6:00pm – 6:50pm
Team-Building | 7:00pm – 8:00pm
Praise Practice | 8:00pm – 8:30pm
Play Auditions | 8:30pm – 9:30pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 9:30pm – 11:00pm
Staff Curfew 11:00pm

Wednesday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting | 8:00am – 8:30am
Flag Raising | 8:45am – 8:55am
Breakfast and Capers | 9:00am – 9:45am
Work Outside/In Departments | 10:00am – 1:00pm
Lunch and Capers | 1:15pm – 2:00pm
Work Outside/In Departments | 2:15pm – 5:30pm
Flag Lowering | 5:45pm – 6:00pm
Supper and Capers | 6:00pm – 6:50pm
Team-Building | 7:00pm – 8:00pm
Praise Practice | 8:00pm – 8:30pm
Play Auditions | 8:30pm – 9:30pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 9:30pm – 11:00pm
Staff Curfew 11:00pm

Thursday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting | 8:00am – 8:30am
Flag Raising | 8:45am – 8:55am
Breakfast and Capers | 9:00am – 9:45am
Work Outside/In Departments | 10:00am – 1:00pm
Lunch and Capers | 1:15pm – 2:00pm
Trip to the Dells | 2:30pm – 8:00pm
Praise Practice | 8:00pm – 9:30pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 9:30pm – 10:00pm
Staff Curfew 11:00pm

Friday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting | 8:00am – 8:30am
Flag Raising | 8:45am – 8:55am
Breakfast and Capers | 9:00am – 9:45am
Work Outside/In Departments | 10:00am – 1:00pm
Lunch and Capers | 1:15pm – 2:00pm
Work Outside/In Departments | 2:15pm – 9:30pm (DAY OFF starts when work is done)

Check-in | 9:30pm

Wind-down (Fellowship, Devotions, Prepare for Bed) down | 9:30pm – 11:00pm

Staff Curfew 11:00pm

Sabbath

Breakfast | 9:00am – 9:45am

Church | 10:00am – 10:50am

Free Time (Bagged Lunch) | 11:00pm – 6:00pm

Supper and Capers | 6:00pm – 6:45pm (staff are required back)

Play/Praise Practice | 7:00pm – 8:00pm

Staff Meeting | 8:00pm – 8:30pm

Staff Trivia Party | 8:30pm – 10:30pm

Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:30pm – 11:00pm

Staff Curfew | 11:00pm

“CAMP PITCH” WEEK

June 9 - 14

Breakfast 9:00am – 9:45am

Lunch 1:15pm – 2:00pm

Dinner 6:00pm – 6:45pm

Sunday

- Wrapping up any staff training or camp projects or department time that needs to be finished
- Lifeguard recertification
- Curfew at 11:00pm

Monday

- We will aim for this to be a staff fun day: a break before the big Camp Meeting push
- Curfew at 11:00pm

Tuesday

- We're pretty much finishing up any projects that need to be done before pastors arrive
- Dinner 5:15pm (start Camp Meeting mealtimes)
- Curfew at 11:00pm

Camp Meeting Mealtimes

Breakfast 7:30am – 8:15am

Lunch 12:00pm – 12:45pm

Dinner 5:15pm – 6:00pm

Wednesday

- Camp Pitch has officially started, everyone works in their departments, gets the job done
- Rock Wall Training Today
- Curfew at 11:00pm

Thursday

- Everyone works in their departments, gets the job done
- Rock Wall Training Today
- Curfew at 11:00pm

Friday

- Everyone works in their departments, gets the job done
- Camp Meeting Officially Starts!
- Curfew at 11:00pm

CAMP MEETING

June 14 - 23

Friday Evening through Sunday, June 25 is Official WI Conference Camp Meeting. By this point, we will have a routine and will work to the best of our ability to help Camp Meeting run smoothly. We will meet every morning after breakfast to have worship with the Conference pastors and leadership.

Notable Camp Meeting Events:

- Pathfinder Parade First Sabbath Morning
- Hallelujah Hustle (5k/Fun Run) First Sunday Morning
- Teen/Youth Outing to Mt. Olympus Thursday
- Summer Camp Watermelon Feed Friday
- Baptisms/Ordinations Second Sabbath

**CAMP MEETING PROGRAM BOOKLET
WILL BE HANDED OUT**

KIDS CAMPS (Cub, Tween, Teen)

June 23 - July 12

Sundays

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am

Working Breakfast | 8:00am – 8:45am

Camper Check-in/Swim Tests | 10:00am- 12:30pm

Line Call | 12:30pm – 12:45pm

Welcome & Orientation | 12:45pm – 1:15pm

Lunch/Capers | 1:15pm 2:00pm
Rodeo | 2:00pm – 5:00pm
Flag Lowering | 5:45pm – 6:00pm
Supper and Capers | 6:00pm – 6:50pm Camp Game | 7:00pm – 7:45pm
Campfire | 8:15pm – 9:15pm
Village Curfew | 10:15pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:15pm – 11:00pm
Staff Curfew | 11:00pm

Mondays – Thursdays

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting (Village Watch) | 8:00am – 8:30am
Flag Raising | 8:45am – 9:00am
Breakfast and Capers | 9:00am – 9:45am
Camp Council | 10:00am – 10:30am
Period 1 | 10:45am – 11:45am
Period 2 | 12:00pm – 1:00pm
Line Call | 1:10pm
Lunch and Capers | 1:15pm – 2:00pm
Siesta | 2:00pm – 3:00pm
Period 3 | 3:15 – 4:15pm
Period 4 | 4:30pm – 5:30pm
Flag Lowering | 5:45pm
Supper and Capers | 6:00pm – 6:50pm
Camp Game | 7:10pm – 7:40pm
Campfire | 8:00pm – 9:00pm
Village Curfew | 10:00pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm
Staff Curfew | 11:00pm

Fridays

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Staff Meeting (Village Watch) | 8:00am – 8:30am
Flag Raising | 8:45am – 9:00am
Breakfast and Capers | 9:00am – 9:45am
Camp Council | 10:00am – 10:30am
Beach Party | 10:45am – 12:45am (Build in Baptism?)
Lunch Picnic/Awards | 1:15pm – 2:15pm
Camper/Staff Clean Up | 2:15pm – 5:30pm (TIME OFF starts when work is done)
Camper Pick-up | 3:00pm
Free Time (leftovers available) | 5:30pm – 9:30pm
Check-in | 9:30pm

Wind-down (Fellowship, Devotions, Prepare for Bed) | 9:30pm – 11:00pm
Staff Curfew 11:00pm

Sabbaths

Breakfast | 9:00am – 9:45am
Church | 10:00am – 10:50am
Free Time (Bagged Lunch) | 11:00am – 6:00pm
Dinner | 6:00pm – 6:45pm (ALL STAFF required back) ?????
Staff Meeting | 7:30pm – 8:00pm
Staff Party | 8:00pm – 10:30pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:30pm – 11:00pm
Staff Curfew | 11:00pm

FAMILY CAMP

July 14 - July 21

Opening Sunday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Working Breakfast | 8:00am – 8:45am
Camper Check-in | 10:00am- 12:30pm
Welcome & Orientation | 12:45pm – 1:15pm
Lunch | 1:15pm 2:00pm
Rodeo | 2:00pm – 5:00pm
Flag Lowering | 5:45pm – 6:00pm
Supper | 6:00pm – 6:50pm
Hay Ride to Homestead | 7:00pm – 7:15pm
Campfire | 7:15pm – 8:15pm
Hay Ride to Fireside | 8:15pm – 8:30pm
Camp Game/Evening Activities | 8:45pm – 9:45pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm
Staff Curfew | 11:00pm (Quiet Time until 7:00am)

Monday – Friday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am
Early Morning Activities | 7:00am – 8:00am
Staff Meeting (Counselors Present) | 8:15am – 8:45am
Flag Raising | 8:45am – 9:00am
Breakfast | 9:00am – 9:45am
Camp Council @ Lakeside Chapel | 10:00am – 10:30am
Period 1 | 10:45am – 11:45am
Period 2 | 12:00pm – 1:00pm
Line Call | 1:10pm
Lunch | 1:15pm – 2:00pm

Period 3 (Siesta) | 2:00pm – 3:00pm
Period 4 | 3:15 – 4:15pm
Period 5 | 4:30pm – 5:30pm
Flag Lowering | 5:45pm – 6:00pm
Supper | 6:00pm – 6:50pm
Hay Ride to Homestead | 7:00pm – 7:15pm
Campfire | 7:15pm – 8:15pm
Hay Ride to Fireside | 8:15pm – 8:30pm
Camp Game/Evening Activities | 8:45pm – 9:45pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm
Curfew | 11:00pm (Quiet Time until 7:00am)

Sabbath

Breakfast | 9:00am – 9:45am
SS Honor | 9:45am – 11:15am
Hay Ride to Chapel in the Pines | 11:15am – 11:30am
Church | 11:45pm – 12:45pm
Hay Ride to Fireside | 12:45pm – 1:00pm
Lunch | 1:15pm – 2:15pm (open extra time)
Siesta/Honor | 2:30pm – 4:30pm
Activity | 4:45pm – 5:45pm
Supper | 6:00pm – 6:45pm
Campfire (TOP 10) | 7:15pm – 8:15pm
Family Camp Talent Show | 8:30pm – 10:00pm
Camp Game/Store Open | 10:00pm – 11:00pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm
Staff Curfew | 12:00am

Closing Sunday

Rise & Shine (Devotions, Fitness, Get Ready) | 8:00am – 9:00am
Breakfast | 9:00am – 9:45am
Camper Check-out /Camp Store Open | 9:45am – 11:00am
Camp Clean Up | 9:45am – 1:15pm
Lunch | 1:15pm – 2:00pm
Camp Clean Up | 2:00pm – 6:00pm
Prepare for Banquet | 6:00pm – 7:00pm
Staff Banquet (Formal wear encouraged, not required) | 7:00pm – 8:00pm
Staff Awards Ceremony | 8:00pm – 9:00pm
Final Camp Game | 9:00pm – 10:00pm
Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm

HISPANIC FAMILY CAMP

July 21 - July 28

Opening Sunday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am

Working Breakfast | 8:00am – 8:45am

Camper Check-in | 10:00am- 12:30pm

Welcome & Orientation | 12:45pm – 1:15pm

Lunch | 1:15pm 2:00pm

Rodeo | 2:00pm – 5:00pm

Flag Lowering | 5:45pm – 6:00pm

Supper | 6:00pm – 6:50pm

Hay Ride to Homestead | 7:00pm – 7:15pm

Campfire | 7:15pm – 8:15pm

Hay Ride to Fireside | 8:15pm – 8:30pm

Camp Game/Evening Activities | 8:45pm – 9:45pm

Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm

Staff Curfew | 11:00pm (Quiet Time until 7:00am)

Monday – Tuesday

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am

Early Morning Activities | 7:00am – 8:00am

Staff Meeting (Counselors Present) | 8:15am – 8:45am

Flag Raising | 8:45am – 9:00am

Breakfast | 9:00am – 9:45am

Camp Council @ Lakeside Chapel | 10:00am – 10:30am

Period 1 | 10:45am – 11:45am

Period 2 | 12:00pm – 1:00pm

Line Call | 1:10pm

Lunch | 1:15pm – 2:00pm

Period 3 (Siesta) | 2:00pm – 3:00pm

Period 4 | 3:15 – 4:15pm

Period 5 | 4:30pm – 5:30pm

Flag Lowering | 5:45pm – 6:00pm

Supper | 6:00pm – 6:50pm

Hay Ride to Homestead | 7:00pm – 7:15pm

Campfire | 7:15pm – 8:15pm

Hay Ride to Fireside | 8:15pm – 8:30pm

Camp Game/Evening Activities | 8:45pm – 9:45pm

Wind-down (Fellowship, Devotions, Prepare for Bed) | 10:00pm – 11:00pm

Curfew | 11:00pm (Quiet Time until 7:00am)

Wednesday Morning

Rise & Shine (Devotions, Fitness, Get Ready) | 7:00am – 8:00am

Early Morning Activities | 7:00am – 8:00am

Staff Meeting (Counselors Present) | 8:15am – 8:45am

Flag Raising | 8:45am – 9:00am

Breakfast | 9:00am – 9:45am

Camp Council @ Lakeside Chapel | 10:00am – 10:30am

Period 1 | 10:45am – 11:45am

Period 2 | 12:00pm – 1:00pm

Line Call | 1:10pm

Lunch | 1:15pm – 2:00pm

End Program: Prep for Hispanic Camp Meeting (their programming starts)

Appendix D: Music

Father We Thank Thee For the Night (Breakfast)

Father, we thank Thee for the night, and for the blessed morning light, for rest and food and loving care, and all that makes the world so fair.

For Balmy Sunshine (Lunch)

For balmy sunshine, for nourishing rain, dear Lord for Thy goodness we thank Thee, for food and Thy care, rich blessings we share, the proof of Thy love and we thank Thee...we thank Thee, oh Lord.

We Thank You Lord in the Evening (Dinner)

Oh we thank you Lord in the evening, for the good things Thou hast done and made. We thank Thee for love and the food before us gathered here. In Jesus name we pray: amen.

All Day Long I've Been With Jesus (End of Evening Program)

All day long, I've been with Jesus
And it has been a wonderful day.
I have climbed just one step higher
In that good ol' Gospel way
I have spoken words of kindness
And Lord, You know if I've done wrong
I will go and make it right
So I can testify tonight
I've been with Jesus all day long.

Day is Done/Benediction (Camper Curfew)

Day is done, gone the sun, from the lakes from the hills from the sky
All is well, safely rest, God is nigh
[May our Heavenly Father,
Who watches over all the world,
Watch over you and me tonight]

'Til We Meet Again (Saturday Night at End of Program)

God be with you, 'til we meet again
By His counsels, guide uphold you
With His sheep securely fold you,
God be with you, 'til we meet again.

God be with you, 'til we meet again
If life's perils should confound you
Put His loving arms around you
God be with you, 'til we meet again

'Til we meet, 'til we meet
'Til we meet at Jesus' feet
'Til we meet, 'til we meet
God be with you, 'til we meet again

God be with you, 'til we meet again
Keep love's banner floating over you
Smite sin's vicious wave before you
God be with you, 'til we meet again

'Til we meet, 'til we meet
'Til we meet at Jesus' feet
'Til we meet, 'til we meet
God be with you, 'til we meet again

Set Apart (Theme Song, Evening Programs Only)

Shaking, heart is racing
Don't know what my next steps are
Pacing, mind is failing
In my weakness I hear You saying:
"Don't fear, I've called you here."

Chorus:
I know, I know I've been set apart
Pulled from darkness into light
I know, I know LORD how great Thou art
Remind my heart that I am set apart

Making no excuses
Won't conform to this world
Proclaiming, Your unfailing promises
To heart I'll hold this time
I know You're present here

Bridge:
No more excuses, no more regrets
I'm standing firm in Your promises
I won't stand afar, I won't depart
For I know I've been set apart

Appendix E: Safety Procedure

Nature Center Staff Policy

- I. Nature Center
 - a. When picking up an animal, make your presence known to the animal to lessen the chances of getting bit.
 - b. Don't approach an animal from behind, always approach an animal that sees you.
 - c. If the animal is dangerous, don't go near it or try to pick it up.
 - d. Don't take out more than one animal out of its cage at any time.
 - e. Make sure to replace the lid back on top of the cage of the animal to ensure that it won't escape.
 - f. When feeding the animals, drop the required amount of food in the cage and don't pick up the animals out of cage until they are done eating.
 - g. Leave dangerous wild animals alone in the woods.
 - h. If a kid gets an allergic reaction to an animal, call the nurse to come look at it immediately and follow their instruction.
 - i. Staff are not be alone one on one with a camper in the nature center or out in the woods.
 - j. Staff are to report any kids misbehaving to the director or the next person in line of authority for them to deal with the situation.
 - k. When picking up metal or wood items, wear gloves to protect your hands.

Nature Center Camper Policy

- I. Nature Center
 - a. Wash your hands after petting the animals.
 - b. Don't stick your hands in the animal cages. The animals could bite you.
 - c. Take off your shoes when entering the nature center.
 - d. Do not yell inside the nature center. Only use inside voices to not scare the animals.
 - e. Only pet and handle animals when a staff member says you can do so.
 - f. Do not tap or hit the glass cages. Doing so can scare the animals.
 - g. Do not open any of the glass display cases or pick up anything inside of them. They are old and have the possibility of breaking and/or injuring you.
 - h. Do not touch or handle any of the stuffed animals in the nature. They could tip over and fall or injure you.
 - i. Campers are not allowed to sit more than one person to a chair with cuddling being explicitly prohibited.
 - j. Campers are always to listen to the nature center staff.
- II. Allergens to animals
 - a. If a camper has an allergy to an animal and is aware of it, the camp nurse will have written record of it on file and let the nature center staff know how to treat the situation.

- i. If the camper can't come into the nature center due to air born allergens from the animals, outside activities will be done.
 - ii. If the camper can come into the nature center due to touching or hair allergies, he/she will be kept far away from the animal and the animal will not be taken out to be handled or pet by the other campers.
- b. If a camper is allergic to an animal, isn't aware of it, and has an allergic reaction to said animal:
 - i. The camp nurse will be immediately notified so she can come check out the situation.
 - ii. If deemed necessary, 911 will be called to get the camper the appropriate help he/she needs.

III. Fort Building

- a. Campers will need to listen to nature center staff to find an appropriate area to build a shelter.
- b. Campers should not lift logs that are heavier than what they can handle.
- c. Campers will need to wear long pants and close toed shoes while out in the woods.
- d. Campers will be given rope and other building materials to help aid them in fort building.
- e. Campers should always listen to nature center staff to prevent them from getting hurt.
- f. Campers are not allowed to swing sticks which could cause injury or harm to themselves, other campers, or nature center staff.
- g. Campers are not allowed to walk across fallen down logs that aren't 100% on the ground. (No make-shift bridges while out in the woods)
- h. Campers should not stack logs higher than they are tall to prevent logs from falling on top of them.
- i.

Craft Building Policies and Procedures

Ceramics Camper Policies

- 1.) Staff must take attendance at the beginning of each period of all the campers that will be in the department during that time frame.
- 2.) Campers will wear shoes at all times.
- 3.) Campers will not try to lift the slip bucket, they must wait for a staff member.
- 4.) Campers will be provided sand paper sponges and ceramics tools to work on their individual projects. The tools are not weapons, do not throw them at other campers or staff members.
- 5.) Disagreements with other campers should be taken to a staff member, disagreements with a staff member should be take to the Crafts Director.
 - a. Fighting, physical or verbal is not allowed.
 - b. If fighting does occur, the issue will be dealt with by the crafts director, boys director, girls director, and the camp director as appropriate.

- 6.) No campers are allowed beyond the skink. If something is needed it can be requested from a staff member
- 7.) Paint must be requested from staff members. Staff will get the paint from the shelf and distribute it to campers.
- 8.) When instructed by a staff to carry a mold, both hands must be on the mold at all times.

Ceramics Staff Policies

- 1.) Ceramic molds must be carried with both hands at all times.
- 2.) Staff will not lift more than 30 lbs by themselves, if it is heavier they will need to request help from another staff member.
- 3.) Only crafts department staff are allowed beyond the sink, unless express permission is granted from the craft director.
- 4.) Only ceramics staff and the crafts director are allowed beyond the mold shelving into the area of the kiln, unless express permission is granted from the craft director.
- 5.) If there is a slip spill clean it up promptly in order to avoid anyone falling.
- 6.) Only the director possesses a key to the room, which will be given one of the ceramics staff on the director's day off.
- 7.) All tables, countertops, and chairs will be wiped down with disinfectant at the end of each day.
- 8.) Anything with slip on it is to be cleaned on the left side of the sink, all other items can be cleaned on the right side.
- 9.) All molds should be poured over the grill. They should not be carried while full of slip.
- 10.) Two staff are required to be in the room while molds are being poured, dumped or opened.

Crafts Camper Policies

- 1.) Staff must take attendance at the beginning of each period of all the campers that will be in the department during that time frame.
- 2.) Craft supplies necessary for the daily craft will be distributed by staff.
- 3.) Campers will not touch the supply shelves or the staff work table.
- 4.) Disagreements with other campers should be taken to a staff member, disagreements with a staff member should be taken to the Crafts Director.
 - a. Fighting, physical or verbal is not allowed.
 - b. If fighting does occur, the issue will be dealt with by the crafts director, boys director, girls director, and the camp director as appropriate.
- 5.) Craft supplies are not to be used as weapons, or thrown at campers or staff.
- 6.) If unsafe behavior is happening, a staff will request that it is stopped, if it is not stopped the camper will not be allowed to continue to participate in the craft for that day.
- 7.) Campers are not allowed to run while inside the room.

Craft Staff Policies

- 1.) Staff will not carry more than 30 lbs by themselves, anything over 30 lbs will be carried by two staff members.

- 2.) In the event of a snake or other critter sighting staff will calmly clear the room and contact the nature center staff.
- 3.) When launching rockets staff must be at least 10 ft from the rocket launch pad.
- 4.) No running while inside the room.

Risk Assessment

- 1.) Broken window over the sink in the ceramics room that has a clip board taped over it.
- 2.) Carving tools used in the ceramics room.
- 3.) The kiln used in the ceramics room.
- 4.) Light sockets & carving tools (baby socket caps)
- 5.) Extension cord in crafts room
- 6.) Craft room benches and tables (they are not super sturdy)

Zipline Procedures

- Equipment List:
 - Climbing harness(es)
 - Tethers
 - Lobster claws (or other suitable “backup” tether)
 - Locking carabiners
 - Zip trolley(s)

- Step by step procedure for starting point of zipline
 1. Ensure that Zipper is wearing harness and helmet appropriately sized and buckled
 2. Attach tether and backup to one carabiner which is, in turn, clipped into both loops of the Zipper’s harness
 3. Other end of the tether attached to trolley’s primary loop by a locking carabiner at an appropriate length
 4. Backup Tether attached to the trolley’s backup loop
 5. With these steps complete, the Zipper would then be safe to approach the zipline by being placed on belay to ascend a ladder.
 6. Follow appropriate commands to belay the Zipper up the ladder to the platform
 7. Detach the primary carabiner from the trolley
 8. Open the trolley, place it on the zipline and close it
 9. Lock the Backup Tether by slipping it onto the zipline and then attach the primary carabiner to the trolley.
 10. With all the equipment double checked, carabiners locked, etc., the staff member on the platform will make a call (radio) to the other end of the zipline, saying “ZIP CLEAR?”

11. If all obstructions, campers, etc. are clear, the Braker will return the call (radio) "ZIP IS CLEAR."
12. At this point, the staff member on the platform will detach the Zipper from the belay, thus freeing them to leave the platform. DO NOT SEND THEM OFF YET.
13. Staff member on the platform calls "ZIPPING!"
14. If conditions are still clear and Braker is ready, he/she will return the call "ZIP AWAY!"
15. At this point, the Zipper is clear to leave the platform.

Procedure for Braking/End point of Zipline:

1. Braker grasps the rope firmly but loosely enough to allow it to pass through their hands when the zipper hits it. (Similar to tension required to lower a climber when belaying on the rockwall.)
2. Rope should be held out and taught so that it does not interfere with the zipper.
3. As zipper's trolley contacts the brake, Braker holds the line tight but loose enough to let it pass through his/her hands
4. When the zipper comes to a stop, Braker helps them walk themselves up the small hill to the point at which equipment can be removed from the line.
5. Zipper is sent back to the start point with all equipment in tow.

Verbal Instructions for Zipper on platform

1. DO NOT TOUCH THE ZIPLINE (Cable or Trolley)
2. Keep your weight back, sitting in the harness as though it were a chair
3. Keep feet high as you approach the landing
4. To slow yourself down (more important for larger people), go as "big" as possible – spread eagle – to increase wind resistance
5. To speed yourself up (more important for small children), go as "small" as possible – tight in a ball

Restrictions:

Max Weight (275 lbs)

Blob

1. The blob has a lifeguard assigned specifically to it.

2. The lifeguard lets campers through when it is safe (when all campers are clear of the blobbing area, and/or another camper is safely positioned at the end of the blob)
3. The lifeguard prompts the camper at the end of the blob to tell them when they are "in position."
4. Once the lifeguard lets the second blobber into the blobbing area, they are told to wait for the go ahead.
5. The go ahead only comes when the "in position" comes from the first blobber. The go ahead comes in the form of "blob on."
6. The second blobber then says "blobbing" very loudly, before jumping, so the first blobber can hear and brace themselves.
7. Both blobbers need to wear life jackets.
8. The weight difference between blobbers must not exceed 40lbs.

□ Climbing Wall

1. Obey staff members
2. Never climb without approved equipment and belay in place.
3. Always use proper climbing/swinging commands.
4. Care for equipment:
 0. Never step on the rope
 1. Set down carabiners with care
 2. Helmets should be set aside with opening downward (never upward)
 3. Helmets and harnesses belong only in the shed, on the bench, on your body, or on the tarps.
5. Wear proper shoes and long pants/shorts.
6. Always do your best.
7. Climbing Wall/Zip line commands...
 0. Climber: On belay?
 1. Belayer: Belay on.
 2. Climber: Climbing?
 3. Belayer: Climb on.
 4. Climber: Descending?
 5. Belayer Descend on.
 6. Climber: Off belay?
 7. Belayer: Belay off.
 8. If a climber makes it to the top and wishes to use the zip line, the staff will clip the climber's harness to the safety pole and unclip from the belay rope. They will then, with the help of the attendant at the top, sit down on the zip line platform. The zip line attendant will then ask the zip line catcher if the climber is in the clear, and the catcher will give the OK if it is so. Then the climber will say: on zip? The attendant will say "zip on." Then they will say "zipping" to the catcher and everyone in the area should hear this. Then the climber zips down and the catcher helps detach them from the zip line equipment. Then the climber takes a long rope that returns the zipping mechanism to the attendant at the top of the wall.
 9. Horseback trail rides sometimes come through the zip line area. Before doing so, the horse barn director (or leader of the trail ride, who has a radio) will call the rock wall director on the radio and ask: is the zip line area clear? The rock wall director

will then give the “clear” or “wait.” If wait, a climber will then go down the zip line, and once they have vacated the area, the rock wall director will call the horse barn director and give the “clear” signal.

Giant Swing

1. Obey staff members
2. Never approach the swing without approval from rock wall staff.
3. Care for equipment:
 0. Never step on the rope
 1. Set down carabiners with care
 2. Helmets should be set aside with opening downward (never upward)
 3. Helmets and harnesses belong only in the shed, on the bench, on your body, or on the tarps.
4. Wear proper shoes and long pants/shorts.
5. The rock wall staff provides a ladder which they will assist the swinger in climbing. Once at an appropriate height, the staff will clip the swinger’s harness onto the swing. The swinger is instructed to hold onto the rope, not the carabiner, so as to prevent wear and tear from dirt or oils on the hands. The staff then removes the ladder and makes sure the area is clear of other staff or campers. They then indicate to either a team of staff/campers, or a truck driver that it is time to pull the swinger up to the desired height. The rock wall staff who is manning the swing will tell the group or truck driver pulling the rope when to stop. At that point, the swinger will ask: swinging? The staff will say: swing on! And then pull the release rope, which will drop the swinger from full height so they can, safely, enjoy the ride. Once they have stopped swinging, the staff will replace the ladder, unhook their harness from the swing, and help them down the ladder.
6. The swing is located near the rock wall, on flat ground, with no obstacles impeding on the path of the swinger, as long as the area is kept clear of persons.

Horse Barn

1. Spray helmets after each use.
2. Maintain health and safety of horses.
3. Feed and water horses.
4. Maintain clean barn and arena.
5. Maintain equipment in good condition.
6. Maintain a strict safety program for riders. Make sure all staff and campers wear helmets while riding horses.
7. Be sure all camper items left in your area are delivered to Lost & Found daily.
8. Direct requests for equipment and supplies to the Director or Camp Director.
9. Submit a detailed inventory list at the beginning and end of the summer to the Camp Director with suggestions for the following camp season.
10. Lift: bale of hay, shovels with manure, bags of feed, and other various objects.

Waterfront

General

1. The waterfront director is responsible for scheduling qualified personnel for the pool and canoeing program during operation of the summer camp.
2. Each aquatic activity shall be staffed by certified lifeguards in accordance with the ratios established for the activity. There must be a person or persons certified in Standard First Aid and age-appropriate CPR and a stocked first-aid kit at each aquatic activity.
3. A watcher is on duty to assist the lifeguards in maintaining safe supervision of campers. Watchers have been oriented to their responsibilities and have demonstrated elementary forms of nonswimming rescue. While on Duty the watcher is to remain focused on the campers, so reading, sunbathing, long conversations, letter writing, or other activities that distract from camper supervision are not permissible.
4. Campers and staff must follow all safety rules as posted at waterfront areas. Staff accompanying campers are expected to assist in enforcing rules.
5. The buddy system is always in use at the waterfront areas.
6. If severe weather approaches (thunder/lightning) all waterfront areas will automatically be closed and campers must leave the area immediately. Decisions for closing the waterfront under other weather conditions (fog, high winds, mist) are at the discretion of the waterfront director, camp director and/or program director.
7. Staff will be trained in and demonstrate nonswimming rescues during pre-camp and will be oriented to their responsibilities as watchers. Emergency procedures will be periodically rehearsed throughout the season at the direction of the waterfront director.

Lake

1. Staff will be instructed in basic small craft safety rules and emergency procedures during pre-camp training.
2. All campers and staff must properly wear a personal flotation device (PFD) while in a canoe.
3. All canoes and equipment should be inspected on a regular basis and any repairs reported immediately to the waterfront director. PFDs are given a safety check immediately prior to use.
4. All campers are instructed in safety rules and given basic canoeing instruction, including dry land practice before going out on the lake. Training to include:
 - a. Self-rescue in case of capsizing or swamping
 - b. Boat handling, boarding, debarking, trimming, loading, and changing positions
 - c. Donning and use of PFD
5. Safety rules to be reviewed and enforced
 - a. Must wear PFD
 - b. No horseplay
 - c. Sit or Kneel while in canoes
 - d. Paddle on opposite sides
6. No swimming is allowed in lake at any time.
7. A staff member (watcher) must always be present on the shore.
8. Buddy system must be used while on the lake.

9. There will be one certified boating instructor for each six boats on the lake. The overall ratio of one staff person for each ten participants must be maintained at all times.
10. Wheelchairs in the lake area must have the brake set and a wooden block in front of the wheel to prevent accidental rolling. Trained staff only may assist persons with restricted mobility as they transfer from the wheelchair to a canoe.

Staff Use of Aquatic Facilities

Staff may swim only when a certified lifeguard is on duty on the deck. At the lake the guard may be supervising from the shore or in a canoe. The guard must be attentive to duties!

Procedures and Policies for Kitchen Personnel

1. Food Service Director completes and passes the ServSafe Course, therefore being certified.
2. All kitchen personnel go over and discuss 'Safe Food Handling Practices' with the Food Service Director.
3. Food Service Director observes the kitchen staff for the first two weeks making corrections with staff as needed – before dividing into two different shifts.
4. Food Service Director cautions kitchen staff while opening steamers and convection ovens – to stand back from door before opening it.
5. Food Service Director shows kitchen staff where the fire extinguishers are located, including the extinguisher that is over the stove, and instructs when and how to use them.
6. Food Service Director observes knife skills of kitchen staff and corrects as needed.
7. If a kitchen staff personnel is sick – the procedure is to call the Food Service Director immediately (so a replacement can be pulled in as needed). The Food Service Director will in turn contact the camp nurse. The kitchen personnel is not permitted to return to work until he/she is cleared by the camp nurse.
8. A small kitchen vacuum has been provided next to the steamers to vacuum water off the top of pans in the steamers before the pans are pulled out of the steamers – to help alleviate getting burned by water on pans in the steamers.
9. The camp nurse will provide the kitchen staff any campers' food allergies. The campers with their allergies will be added to a 'Camp Allergy Chart' provided to the kitchen staff. At each meal, the kitchen personnel in charge of that shift, will complete the form which will indicate any food being provided for that meal that the camper can not eat. The form will then be given to the nurse at each meal. The nurse in turn will let the camper/camper's counselor know which foods they should not consume because of their allergy/allergies.

10. Each kitchen shift is responsible to complete the 'Check-Off List' for their shift.
11. Before leaving from the summer – the 'End of Year' list needs to be completed. This helps prepare the kitchen for the next group that is coming into the camp.
12. Kitchen personnel have been instructed that any food items that have been sent out to the various outings – may not be brought back into the kitchen unless they are packaged in sealed packages; such as ketchup, mayonnaise, mustard, relish packets.
13. If there is a virus outbreak going among the camp staff, the kitchen staff will bleach all of the dining hall tables and chairs in addition to the sanitary procedures that are used on a daily basis.
14. No one except kitchen personnel is permitted to be in the kitchen during food preparation, unless approved by the Food Service Director. Example: Different camp departments preparing for the staff party they are in charge of providing.

Safe Food Handling Practices

Customers have come to expect three things when they frequent a food service establishment:

1. Tasty food served at proper temperatures. (Food)
2. Attractive, clean and sanitary environment. (Facility)
3. Clean, conscientious and efficient service. (Food handlers)

When customers are disappointed in the food, the facility or the food handlers, they will go elsewhere. The consequences of failing to provide consistent standards may result in the following:

1. Loss of customers: A food service establishment's reputation is built upon evaluations by the public. It takes a lifetime to build a business reputation and only one mistake to destroy it. A business may lose as many as fifty customers by displeasing one customer. A dissatisfied customer may damage a business' reputation. A satisfied customer is the best advertisement. Word-of-mouth by patrons of a business determines whether the owner continues to grow the business or has to go out of business.

2. Foodborne illness outbreaks and lawsuits: Every day millions of customers put their lives into the hands of food handlers. Education of food handlers is the most valuable investments a manager can make. Most cases of foodborne illness can be traced to the food handlers not following proper procedures for sanitary handling during all stages of commercial food establishment procedures: food receiving, storing, preparing, cooking, reheating and serving. Be aware that foodservice establishments have been sued by customers that have contracted a foodborne illness.

Personal Standards for Food Handlers

Hands do not have to look dirty to be dangerous. Contamination can only be seen with a microscope. According to recent surveys, more than 50% of the population do not wash their hands after using the toilet. It is the best practice to never touch ready-to-eat (RTE) food with bare hands. Using multiple barriers, such as gloves, tongs, or other utensils, is the safest practice to handle RTE food.

Nothing takes the place of washing hands properly. Hands and arms must be scrubbed with soap past the wrist. They must be scrubbed for 20 seconds using hot (110° or higher) potable water. The suds must be rinsed off in running water. The scrubbing action removes the outer layer of skin cells which harbor the bacteria and viruses. Utilizing utensils and single-use gloves for a multiple barrier is recommended when handling RTE food.

Food handlers are most often the source of foodborne disease-causing germs because of fecal contamination of hands due to improper or non-existent hand-washing after using the restroom. Infected burns, cuts or boils on exposed skin can transmit germs. Bandages can transmit germs and fall into food. In an effort to prevent the transmission of these germs from food handlers to the consumer, a combination of prevention techniques is most effective. No single barrier is 100% effective.

Employees must be restricted from working in a food service establishment when they are ill with communicable diseases, such as diarrhea, fever, sore throat with fever, colds, respiratory infections, boils, infected wounds, burns, or other diseases which can transmit contamination to foods. Allowing food handlers to work when they are ill can infect other workers, customers and food.

Food handlers must bathe and shampoo daily to avoid objectionable body odor and to ensure that their bodies do not harbor excessive bacteria that may be carried to food. They must wear deodorant and brush their teeth daily. Personal items, such as cell phones, makeup, combs, brushes and purses, should be stored away from food areas to keep workers from contaminating their hands.

Food handlers must wear clean uniforms, aprons, hats and visors at work. Managers should keep extra uniforms or aprons at the work site in case the worker's uniform becomes soiled. Uniforms and aprons may become contaminated with germs during food preparation, food serving, cleaning or taking out the garbage. Neither aprons nor hats/visors should be worn into the restroom or to take out the garbage or to do anything outside of the preparation and serving area. Microscopic bacteria flies 6 feet when the toilet is flushed. They should not be worn outside the food preparation or serving areas where they could become contaminated.

Pathogenic or disease causing bacteria is usually placed in the food by the food handler's dirty hands or soiled gloves or utensils. Likewise, food dropped on the floor or any other unsanitary surface must be thrown out. There is no 5, 10, or 15-second rule for dropping food and picking it up to serve or to consume; even if you catch it on the first bounce! If there is a chance food has been contaminated or temperature abused, throw it out immediately.

Some Basic Rules to Keep Food Safe

Clean Hands

Nothing takes the place of a thorough hand-washing. Before putting on single-use gloves you must perform a proper hand-washing. Change gloves and wash hands after every interruption of working with the same food or when changing tasks or food products. Never reuse soiled gloves. Throw them away.

Clean Dishes and Utensils

Contamination can spread from utensils to food. Be sure to wash, rinse, sanitize and air dry all food contact equipment. Utensils may harbor bacteria that can be transferred between food products. Cleaning is not enough. Utensils and equipment must be sanitized to ensure pathogens are eliminated.

Clean Counters

All food contact surfaces must be cleaned and sanitized before and after preparing any food for consumption. Cross-contamination can occur between preparing raw food products on a surface, and then changing to a ready-to-eat (RTE) food product if surfaces are not cleaned and sanitized.

Separate

Store food products to prevent raw foods from contaminating RTE foods. This means that RTE food products must be stored above any raw food products. All food products must be wrapped or stored in covered containers.

Check Storage Temperatures

Be sure that your equipment is working properly. If the equipment is not maintaining safe temperatures, then the food is being temperature abused. Check the temperature of the food with a calibrated thermometer and record the temperatures daily. Also, check and record refrigerator and freezer temperatures daily. Keep thermometers on upper shelves near the door.

Cooking Temperatures

Be sure to bring all potentially-hazardous-foods (PHFs) to the recommended minimum cooking temperature and hold for 15 seconds. This is the only way to be sure the food is safe to eat. Cooking destroys the pathogens in food unless they have developed a spore or produced a toxin. Food not cooked to the proper temperature is temperature abused. Pathogenic bacteria reproduce rapidly in temperature abused food.

Handling Food Properly

Some pathogenic bacteria occur naturally in potentially hazardous foods. When the food handler carries bacteria from the food in which it resides to a new food where the bacteria does not usually occur it is called cross-contamination. **All produce** must be washed in cold running water 70° F or less to eliminate dirt and other contaminants. Even bagged, triple-washed salad greens should be cleaned under cold running water to remove bacteria and other pathogens before serving them to the public.

Most Common Sources of Cross Contamination to Food

Hand to food – Unclean hands contaminate food as it is being prepared or served. Avoid touching food, especially RTE food with bare hands. Use utensils such as tongs, serving utensils or single-use gloves to handle food. Handling RTE foods with utensils or gloves is not a substitute for hand-washing. Hand-washing must be performed in addition to using proper utensils and gloves. This is a multiple barrier system for handling RTE food. Examples of RTEs are fresh fruits, vegetables and sandwiches. Cooked meats, poultry, eggs, fish, vegetables and pasta are RTEs.

Food to food – One food contaminates another when old food is mixed with new food on a buffet or salad bar. It is acceptable to combine pre-cooked ingredients with raw ingredients to make soups, casseroles, lasagna (pre-cooked hamburger) as long as the combined ingredient dish is cooked to 165° F for 15 seconds. Raw or thawing meat should be kept separate from cooked foods and should be stored below cooked foods to avoid any cross contamination.

Equipment to food – Food sliced on a dirty slicer will pick up bacteria left by the previous food. An improperly cleaned slicer can leave pieces of food, plastic, or bone in the next food product. An unclean can opener may cause biological contamination of food by transferring bacteria from the food left on the blade to the next food. Unclean can openers may also transfer metal slivers to food which is physical contamination.

Utensils to food – Utensils become contaminated when raw meat is sliced on a cutting board and the cutting board or utensils are not cleaned and sanitized after use. The bacteria from the raw meat will cross contaminate to other foods cut on that board. It is imperative to clean and sanitize the cutting board and knife to kill bacteria. Serving utensils must be changed for clean utensils when changing pans of food on a self serve buffet or salad bar. Changing utensils each time the pan is changed will interrupt the cycle of cross contamination from utensils to food.

Handling Other Objects

The food service worker must realize harboring and carrying bacteria and viruses to the workplace is another source of contamination.

Jewelry can be a source of contamination. A food preparation worker should not wear any type of jewelry when handling food. Loose stones may fall into food. Fittings, indentations, cracks may be hiding places for dirt and bacteria. Wedding bands may be worn if single-use gloves are worn

over the wedding band to prevent food contamination. Earrings, bracelets, watches, body and facial piercing and necklaces are a source of contamination as well as infection.

Food handlers must keep fingernails unpolished and cut short to avoid dirt and germs under the nails. Cleaning fingernails with a nail brush is best because pathogens are present even under short nails. **Long and/or artificial nails harbor bacteria** which can spread to the food when the worker handles it. Food handlers with long or artificial fingernails, polished nails and jewelry on the hands **must** wear single service gloves when handling food to prevent these things from falling into the food or contaminating it. This includes servers, bussing staff and dishwashers. Single service gloves will prevent cross contamination and a physical hazard.

Food can be contaminated by **hair** falling into food. A hair net is the best possible restraint. Clean hats, caps or visors must be worn in the food preparation and service areas. Hair may be worn in a ponytail or in braids. Customers may be concerned about cross contamination when seeing a worker using the restroom wearing a hat and/or apron. Servers must wear these only when preparing or serving food and remove them when leaving the food preparation and serving area.

Money, credit cards, cell phones and purses are a source of fecal contamination. Studies have shown that 90% of money is contaminated by fecal matter. This is why a worker who handles money must wash their hands thoroughly before handling food. The only exception to this practice is carry-out service where the food is wrapped and bagged, and the money handler does not touch the RTE food.

Particle contamination will result from wire brushes or metal scrubbers. Reduce particle contamination by using nylon brushes for cleaning utensils and cooking equipment.

Hand Washing

Hand washing is the key to safe food handling in a food service establishment. Hands must be washed after every possibility of contamination. Employees must be instructed on how, when, and why they need to wash their hands. If hand washing is not done correctly, the workers will contaminate food, food contact surfaces and other workers.

Wet hands under potable hot running water. Soap the entire hand area past the wrist. Be sure to clean between the fingers and under the fingernails. Scrubbing of the hands must take at least 20 seconds. Dry hands using disposable paper towels. Use a paper towel to turn off the faucet and then throw the paper towel in the trash.

Single-Service Gloves

Only FDA hand sanitizers may be used in addition to hand washing if single-service gloves are not worn during food preparation or service.

Single-service gloves are intended to be used to avoid direct contact of bare hands with food when preparing and serving food. Gloves are called single-service gloves because they are intended to

be used for one job or purpose only. A food service worker needs to know how to use gloves, when to use them, where to use them, and why gloves are necessary in a food service facility.

When to Use Single-Service Gloves

Single-service gloves or utensils are to be used when handling RTE foods. An example of this would be servers handing out peanut butter and jelly sandwiches to kids in a daycare. Gloves are important because cooked and RTE has no other preparation step that will kill bacteria. Gloves should be worn whenever RTE food products are prepared or served. Utensils can be used in place of gloves when handling hot food.

Some examples of uses for single-service gloves are breaded raw meat or fish. Servers need to use single-service gloves when touching RTE foods such as sandwiches, chips, raw fruit and vegetables, cookies, cake and candy. Single-service gloves must be changed before handling another type of food or RTE food so cross-contamination does not occur. When the gloves are changed, the soiled gloves must be thrown away, hands washed and a new pair of gloves put on. When a worker has artificial nails or wears nail polish, single service gloves must be worn when working in food preparation or serving food.

Cuts and Burns

Any cut, burn or open sore on the hand or wrist must be covered with an adhesive bandage and a disposable glove. If the cut, burn or sore is visibly infected with puss or swelling and redness, the employee should not be working with food and should seek medical attention because he/she can contaminate food with staph bacteria.

When to Wash Hands

Hands and soiled gloves are the most common vehicle for the transmission of contamination to food and food contact surfaces. The scrubbing action of hand washing removes viral particles and bacteria by removing the outer layers of skin cells where the organisms reside.

Thoroughly wash your hands before starting to work, after using the toilet, coughing, sneezing, nose blowing, head and body scratching, handling raw foods, smoking, eating, drinking, wiping up spills on floors, clearing tables, handling mops or doing anything that would contaminate the hands. Wash hands after performing any nonfood related activities such as using the telephone or taking payments before working with food again.

A lavatory must be located in the food preparation area. Hands must be dried using paper towels available at the hand washing sink. Common cloth towels, aprons, or clothing are prohibited for drying of hands.

Rules for Handwashing

1. All employees must **ONLY** wash their hands in a designated handwashing sink or approved automatic handwashing facility.
2. Employees must not wash hands in any sink used for dishwashing or in a mop sink.
3. Employees must use a paper towel to turn off the faucet.

In Conclusion

Sanitation education must begin as soon as the food handler is hired and must be ongoing. Four topics that must be presented to all food service employees in order to prevent foodborne illnesses are:

- Good personal hygiene, especially hand washing & glove use
- Time & temperature control of PHFs
- Contamination & cross-contamination
- Cleaning & sanitizing of all food contact surfaces

The best way for the manager to determine if employees are practicing food safety practices is to observe them during their shift.

Foodborne Illness Outbreak

When two or more persons become ill from contaminated food, it is called a foodborne illness outbreak. If one person becomes ill from botulinum toxin, it is called a foodborne illness outbreak. The disease is called Botulism. This is because botulinum toxin is the most deadly toxin known to man. Approximately 65% of individuals who consume the botulinum toxin will die. If a foodborne illness outbreak of any kind occurs at your establishment, hold all suspect foods, especially pre-cooked foods for the investigating sanitarian so they can find the source.

Pathogenic bacteria such as botulinum exist in many potentially hazardous foods. It is present in small amounts in raw honey and corn syrups and, according to WIC, is deadly to infants under 3 years old. Botulinum grows without oxygen in improperly processed, low-acid foods. Botulinum comes alive in vegetables and cereals when the food is heated. In the raw or uncooked state, the bacteria cannot multiply or make toxin in the food because it is dormant until heated. Government labeling laws require that children under one year old must not be given honey.

Potentially hazardous foods must be cooked to the proper temperatures to destroy residual bacteria and toxins. A food handler may cross-contaminate bacteria existing in one food to a second food product via unwashed hands, contaminated gloves, utensils or equipment.

The food handler can also carry bacteria from his/her body to the food product after touching sores on the skin or the mouth, nose or rectal area and not washing his/her hands before handling the food.

Illness From Food Allergy

Approximately 100 people, usually children, die from food allergies in the U.S. each year, according to Allergy Statistics: NIAID. A food allergy is the body's negative reaction to a food protein. A food allergy can be triggered by cross contact such as when the same equipment is used inappropriately to prepare poultry and shellfish. Different equipment is needed for use in preparing different types of meats, fish and seafood to prevent cross contamination of pathogens we know as allergens. Anaphylactic shock can result from an allergy reaction to milk, milk products, soy, soy milk products, MSG, peanuts, tree nuts, shell fish or eggs. Symptoms include tightening of the mouth and throat muscles, difficult breathing, hives and loss of consciousness. Emergency medical services need to be called, because the victim can suffocate within 5-10 minutes. Allergies can develop at any age as the result of changing body chemistry due to a serious illness, surgery, accident or life changing event such as child birth or death in the family. Overuse of antibiotics over time has also been a cause. Long term effects of food allergies may develop gradually causing medical problems such as acid reflux or Irritable Bowel Syndrome, migraines, nausea, chronic fatigue, hives, psoriasis, rashes, body aches and pains and stiffness and pain in the bones and joints mimicking arthritis. A food establishment employee cannot administer medication of any kind because of liability, but Benadryl is effective in slowing down suffocation.

Ice as Food

The CDC (Centers for Disease Control) says that food is responsible for twice the number of illnesses in the United States as scientists thought just seven years ago. A contaminated food product often ignored is ice. As the average person ingests ice in his/her drink, he/she may not realize that contaminated ice has the potential to cause many serious health problems and foodborne illnesses. People may consume more ice per day in weight, than food. Ice in an ice machine may contain more contamination than water in a toilet bowl if food handlers are not taught how to handle ice in a sanitary way. Cold temperatures can actually preserve bacteria and Listeria, Hepatitis A Virus and Norovirus. Most of this contamination has been proven to come from the unwashed hands of the food handler who scoops ice with a drinking container.

1. Handling ice with contaminated hands or utensils will deposit germs in the ice. When someone uses a utensil or ice scoop to scoop the ice and then places the scoop down into the ice, contaminants from the hands are deposited by the handle of the scoop into the ice. The contaminants then spread to any food or beverage that contain ice. Ice should never be scooped with bare hands. Hands must be washed and single-service gloves put on before scooping the ice. **Never use any drinking glass to scoop ice.** After dispensing ice with an ice scoop, the scoop should be stored in a sanitary container outside the ice machine with the handle up.
2. Ice contamination may be a result of mishandling ice utensils and containers. Stacking buckets one inside the other can spread contamination.

In a reported outbreak, high school campers were using their hands to scoop ice out of the ice machine. Someone deposited e-coli from their hands into the ice. Fifty-eight campers became ill. Forty-one campers suffered severe gastrointestinal illness. One victim had the disease spread

from her kidneys to her brain, causing severe headaches, nausea, high blood pressure and seizures.

Along with ice dispensing machines, drink dispenser heads are often neglected in the cleaning schedule. To keep drinks safe, dispense ice wearing gloves and using a scoop. Before cleaning and sanitizing, dismantle drink dispensing heads and empty ice from the ice maker and ice storage equipment. Then, once a week, clean and sanitize both with a chlorine sanitizing solution. Slime and mold can build up on drink s=dispenser heads and in ice dispensing machines and storage units allowing bacteria to grow and contaminate the ice.

To Avoid Contaminating Ice

1. Use cleaned and sanitized containers for **ice only** to transport ice.
2. Keep ice containers covered and protected from contamination between uses. Do not store containers inside the other or on the floor.
3. Provide an ice scoop and a sanitary container for storing the scoop outside the ice at each location where an employee dispenses ice.
4. Continuously train employees to handle ice/drinks in a sanitary manner.

Preparing Cold Potentially Hazardous Foods

Cut melons are considered a potentially hazardous food because of their low acidity. Rinse melons before cutting because the knife may push bacteria into the melon. Rinsing produce with cold water, even triple-washed bagged salad greens, decreases bacterial count ten-fold. Melons must be refrigerated for storage and cooled for service. All garnish is considered edible, so it must be well rinsed.

Microwave Cooking Points

Arrange food items uniformly in a covered dish. A circular or triangular arrangement of individual food items results in more even cooking/heating of the product in the microwave. Add liquid. Use waxed paper to cover the food.

Never use plastic wrap or plastic containers in a microwave. Use only microwave safe products that have the NSF seal of approval for use in a microwave oven.

Always check temperatures of food cooked in the microwave before serving.

Heat food in glass, paper or other NSF approved containers. Cover foods to retain moisture.

Do not heat infant formula in the microwave because it is too difficult to judge the final temperature of the formula. Heat a container of water in the microwave and then put the bottle of formula into the water and let it sit for about 1 minute to warm the formula. Do not put the bottle directly into the microwave.

Remember that food can only be reheated once. If reheating foods in a microwave oven, follow the microwave temperatures and procedures. When reheating food products in the microwave, it is important to stir the food to distribute the heat.

Uneaten portions of reheated food must be discarded. After cooking and reheating, the quality of the product is diminished and bacterial count in food is likely to be greater.

To Remember

Hands must be washed after handling raw and cooked foods. Hands must be washed between participating in nonfood handling chores, such as sweeping the floor and taking out trash.

Thoroughly rinse all fruits and vegetables several times with plenty of cold water to remove contaminants, such as dirt and pesticides. Fruits and vegetables must be washed before being cut because the knife blade can push bacteria from the skins into the pulp. Cut melons are considered potentially hazardous foods and must be refrigerated during storage at 41°F or below and must be served at this temperature.

Always clean and sanitize all food contact surfaces between uses to avoid cross-contamination. Cleaning cloths should be used only for food contact surfaces or only for nonfood contact surfaces. Never use the same cloth for both. Discard the cloth after it is soiled for food contact surfaces and change to a clean cloth.

Never dip fingers into food or use a stirring spoon to taste the food. Use a separate spoon to taste the food and wash and sanitize it properly before using it for tasting a second time.

Carefully observe “use-by” and “sell-by” dates on packages and containers of food. The “use-by” date tells how long the product can be kept without freezing or preserving it in some conventional way.

The “sell-by” date tells how long the product can be left for sale on the shelf. These dates are on highly perishable foods including potentially hazardous foods. If you have a product that has a “sell-by” date in your commercial foodservice, you must consider this a “use-by” date.

Dishwashing Practices

Proper dishwashing is a very important step and is necessary for the destruction of harmful bacteria. Sanitary dishwashing, both manual and machine, must proceed as follows:

1. Scrape
2. Wash
3. Rinse and Sanitize
4. Air Dry

All sinks must be cleaned and sanitized prior to use.

For manual dishwashing, the wash water temperature must be at least 110°F. When sanitizing using a chemical sanitizer in a three-compartment sink, the dish or utensil must be totally immersed in the chemical water at the temperature and time recommended on the package of chemical.

Towel drying is prohibited. All dishes and utensils must be air dried on drain boards to prevent cross-contamination. A cloth or paper towel can contaminate food contact surfaces.

Wiping Cloths

Two sets of wiping cloths must be provided: cleaning cloths and sanitizing cloths. Keep the two types of cloths separated in separate containers. The cleaning cloth must be stored in a clean, effective sanitizing solution. The clean cloth must be rinsed between uses. The sanitizing cloth must be changed periodically. Color-code wiping cloths and clearly label solutions buckets are necessary to keep the two types of cloths separate.

Wiping cloths must be changed when they become soiled or contaminated. All wiping cloths must be changed and laundered daily. Sanitizing solution for wiping cloths must be changed when the sanitizing solution becomes soiled or cloudy. The sanitizing solution must be maintained at the temperature recommended for each chemical product to be effective.

Bacteria can grow on wiping cloths if they are not frequently washed, and if they are not stored in clean, effective solutions. Soiled or dirty wiping cloths may be stored in either a non-absorbent container or a washable laundry bag between daily washings.

Sinks, Water Supply, and Toilet

There are four types of sinks in food service establishments.

A **utility sink** is required for waste water disposal. Waste water comes from mops and non-food related activities.

A **three-compartment sink** is required for the cleaning and sanitizing of immersible dishes, equipment and utensils. The three-compartment sinks must be large enough to accommodate the equipment and utensils of the food service establishment.

A separate **food preparation sink** is very useful, but not always required. The three-compartment sink may be used as a food preparation sink if it is cleaned and sanitized before and after use.

Special **hand-washing sinks** must be available to the food handler. Neither the three-compartment sink, utility sink nor the food preparation sink can be used for hand-washing.

Restrooms must be cleaned at least once a day. It may be necessary to clean the restroom more often if the facility is heavily used or has been abused.

Every sink must have hot and cold running water. Hand-washing is most effective in water of 110°F or higher with soap.

(Example)
Junior Camper Allergy Chart

Camper & Cabin #	Food Camper Can Not Eat at this meal
Cabin 12 Devin Stuart	Bananas, Benadryl Can not eat:
Cabin 8 Anna Carlson	Allergy – eggs – severe Can not eat:
Cabin 6 Audia Frecklebar	Allergy – dairy, milk, cheese, pistachios, cashews Can not eat:
Cabin 13 Keenan Pattergale	Allergy – poison ivy, pen Can not eat:
Cabin 9 Ivy Payne	Allergy – dairy, eggs Can not eat:
Cabin 7 Jewel Buchanan	Allergy – dairy, eggs Can not eat:

Personal Medications and First Aid Supplies

Personal medications must not be stored in food storage, food preparation or service areas. First aid supplies must be stored in such a way that prevents them from contaminating food and food contact surfaces.

In case of injury, first aid supplies must be kept available in the food preparation areas because of the necessity of having clean bandages and disposable gloves to cover the bandages for food service workers.

It is important to be extremely careful with fresh cuts that may actively bleed into food products or onto food contact surfaces. Blood-borne pathogens can produce many types of illnesses such as Hepatitis. Be sure to keep all employees away from a person who is bleeding. Wear protective gloves while assisting the person. Clean up all blood in the area using soap and water. After the area is cleaned, sanitize the area using a sanitizing solution. Use paper towels and protective gloves to clean and sanitize the area. Throw out any food that may have been contaminated with the blood.

Laundry Facilities

A washer and dryer for linens, wiping cloths, aprons and uniforms needed for the operation of the establishment, may be located in a separate room (only for that purpose) or located in a dry storage room provided there is adequate ventilation.

Equipment Storage

Mops, brooms, vacuums and other cleaning supplies must be put away properly so they do not contaminate food or equipment.

Chemicals and Pesticides

Always follow label directions when using chemicals and pesticides. Any and all pesticides in your facility must bear the original label.

Cleaning chemicals must be labeled and stored away from all food products. The pesticides and the cleaning chemicals must be on separate shelves or in separate compartments to avoid accidental contamination.

Never mix two chemicals together. Mix according to directions.

An example of a deadly chemical mix is ammonia and chlorine bleach. Dangerous gases are released by this combination of chemicals. A small amount of chlorine gas is lethal.

VEHICLES

In an effort to ensure the safety of both campers and staff, staff will follow all of the below procedures while operating their vehicles on and around camp grounds.

1. Passengers and drivers must wear seatbelts while driving on and around camp grounds.
2. All drivers must have a valid drivers license.
3. Staff driving on camp grounds must adhere to the 10 mph speed limit. This applies to all roads on camp grounds.
4. Staff under the age of 18 years obtain parental permission before riding as passengers in any staff vehicles.
5. Speeding or reckless driving on or around camp grounds is grounds for immediate dismissal.

In an effort to ensure the safety of both staff and campers while operating golf carts on camp grounds we will follow the below procedures.

1. Staff must be at least 16 years old to operate a golf cart on camp grounds.
2. Campers must never be allowed to drive a golf cart.
3. Campers must never be left unsupervised in or around a golf cart.
4. While riding a golf cart, passengers must remain seated.

5. There must never be more passengers on a golf cart than available seating.
6. Passengers must remain seated until the golf cart comes to a complete halt.

Staff Safety Policy:

- Never leave campers alone in cabins or bathhouse
- Follow proper disciplinary action of moving it on up the ladder
- Enforce all policies and procedures throughout different areas of camp
- Ensure that campers do not leave camp grounds without proper checkout

Campers Safety Policy:

- Listen to camp staff
- Never go anywhere without notifying your counselor
- All procedures and policies around camp apply
- Dress according to the activity attending

Risks:

- Unsupervised kids for long periods of time
- Lack of light down the trail of 10 & 11
- Doorknobs on bathroom doors are sharp if knob is off (risk of cuts)
- Roots by cabin 2 and 3 cause frequent trips and possible sprains

Appendix F: Child Safety Training

The following text and transcript is pulled from our child safety training protocol.

Welcome to this Child Protection Online Awareness Module. After reviewing the video, you will be presented with a series of 25 questions to answer. Each answer will provide additional background information designed to assist with comprehension. It will take approximately 60 minutes to complete the training.

Let's begin!

.....
Video/Training Component
.....

There is so much joy in the smile of a child, especially when the world is bright and everything is new. It is privilege for caring adults to keep a child's life as safe as possible. yet we know too well that there are those in this world who would harm children in order to meet their own selfish needs, and if no one stops them, they will continue to abuse. Adults must work together agreeing to work harder than ever to learn how to build a wall of protection around all children.

Text: It could happen anywhere, to anyone.

Interviewee 1: I was 10 years old when I was molested, I had to molester every day, not knowing if he was ever going to mess with me again. and he did it again and again and again.

Text: When it does happen, the scars can last a lifetime

Interviewee 2: I was 12 years old. And I felt dirty and ugly. I felt like no one would ever love me again.

Text: it can devastate the very heart and soul of a child.

Interviewee 3: I tried to kill myself when I was 15. I just don't want to go on living. I hated myself, I blamed myself. It was just unbearable; the pain was unbearable.

Interviewee 4: It was in middle school when I first met Mike online. He became my best friend. I loved him and I thought he loved me. What he did to me really hurt.

Narrative: For most adults, the mere mention of child abuse creates anxiety. Although it is not a pleasant subject, to prevent abuse adults must face any fears and learn about the nature and scope of child maltreatment. Through awareness and education, this training module will help to assist the prevention and proper response of abuse. We first learn about the facts of child abuse. Child maltreatment is the term used to refer to all types of abuse and neglect of anyone

under the age of 18 by parent caregiver or other person with the responsibility of safeguarding the child. This includes coaches, teachers, clergy, volunteers, and others. Common forms of maltreatment include physical abuse, sexual abuse, emotional abuse, and neglect. Research tells us one in five children experience some type of abuse before they're 18 years old. It's important to note when children are exposed to one type of abuse, they may also be experiencing other forms. Every type of abuse causes harm to children. In some cases, that harm is visible, but in many cases it is not. The effects of abuse can be immediate or last for many years. It's also possible for children to abuse other children. Neglect is the type of abuse that occurs most frequently. It is the failure to meet a child's basic needs, including housing, food, clothing, education, and healthcare. Infants and younger children show signs of neglect when they fail to develop and grow appropriately, or when they appear to be malnourished. Signs of neglect in older children include improper clothing, lack of cleanliness, body odor, or inadequate, medical or dental care. They may come to school or activities without food or money. Children may have poor eating habits, unhealthy caloric intake, and/or little supervision. They may appear to be underweight or even overweight. Coping with stress at a young age may result in anorexia, bulimia or obesity. Physical abuse is the use of intentional, physical force (such as hitting, kicking, shaking, burning), or other show of force against a child. The physical abuse of children can result in permanent physical harm and even death. Signs of physical abuse include: unusual or frequent bruising, burns, unexpected broken bones, or other physical marks. Emotional abuse, the hidden form of maltreatment. Also referred to as psychological abuse, emotional abuse is any behavior that harm's a child's self-worth or emotional well-being. This type of maltreatment includes name-calling, shaming, rejection, threats, with-holding love, isolation, humiliation and belittling a child. Signs of emotional abuse: low self-esteem, developmental delays, speech disorders, anxiety, overly-compliant behavior, defensive behavior, age-inappropriate behavior. Sexual abuse is also often hidden, and challenging to identify. Sexual abuse is any sexual activity with a child, whether in home by a caretaker, in a daycare situation, a foster/residential setting or in any other setting, including on the street by a person unknown to the child. The abuser may be an adult, an adolescent, or another child. Facts about child sexual abuse: Sexually crude language and sexual harassment behaviors could be included within the realm of abusive behavior. Most child abusers are known and trusted by the children they molest. Only 11% of child sexual abuse is committed by strangers. Children rarely lie about sexual abuse, and often don't even report it. When they do disclose, less than 5% of their allegations are intentionally false.

These are not isolated cases. Understanding that child sexual abuse research studies have limitations, and should be used with care, give special attention to the scope of the analysis, parameters of the study, and abuse definitions. They show that the numbers of children who are sexually abused by adults are alarming.

Between five and 10% of adult men say they were molested as kids and the number is 20% for adult women. According to research one out of five girls and one out of 10 boys will be molested by an adult before they're 18 years old. Sexual abuse gradually becomes more aggressive and explicit overtime. This is part of the grooming process molesters use to gain the

trust of their victims. While not all child sexual abuse involves physical contact, touching a child in a sexual manner or touching their private parts for any purpose other than to keep them clean and healthy is sexual abuse. Additionally, forcing a child to touch the private parts of an adult, or older child, is sexual abuse. Sexually abusive, non-touching behaviors include: voyeurism, using sexually explicit language, showing children pornography or forcing them to watch sex acts, soliciting children through the Internet for sexual purposes. Child sexual abuse can lead to: anorexia or bulimia, higher tendency for substance abuse, difficulty with trust and intimacy, chronic health issues such as diabetes, liver and heart disease. In fact, all types of child maltreatment cause long-term consequences, with a direct link between adverse traumatic childhood experiences and continuing health issues. There are many problems associated with child maltreatment. Overall, abuse impacts the body's ability to grow, develop, and to heal itself. Preventing child maltreatment is an important responsibility for all caring adults, and an essential part of building a solid foundation for a happy, healthy and productive life. When we work together, we have the power to protect. In some cases, we know how offenders prey on youth and we can prevent the abuse before it starts. In other cases, we know some of the red flags that would cause us to intervene and stop the abuse from continuing.

There are 5 steps to help protect children.

- Know the warning signs
- Control access through screening
- Monitor all programs
- Be aware of child and youth behavior
- Communicate your concerns

Step One:

Know the warning signs. There ARE warning signs that indicate an individual may have an inappropriate relationship or poor boundaries with a child. The grooming process gains access to children, builds trust between them, their families, and the molesters, and includes physical, psychological, and community grooming. The grooming process creates an environment that traps children and lulls families into complacency. Do keep in mind that if an adult is exhibiting any of these warning signs, it doesn't necessarily mean there is abuse—however, it's a red flag and must be addressed.

Warning signs of risky behavior includes when adults:

- Use sexually explicit language and off-color jokes
- Give gifts without permission
- Use secrecy
- Show children pornography (even if not a part of the "grooming process," showing children pornography is illegal, and may even qualify as child sexual abuse, in and of itself)
- Isolate children from others who could observe signs of abuse or neglect
- Always wants to be alone with a child
- Discourages other from being around

- Arrange to be around child, without monitoring of others

Recognizing the warning signs of adults

- Adults who allow children and young people to do things their parents would not allow them to do are also exhibiting risky behaviors that could be part of a grooming process.
- Consistently relays poor behavior; says child is unreliable with the truth or acts out too much
- Consistently makes excuses for child's inability to participate
- Is very demanding or controlling
- Expresses indifference about child's welfare
- Often criticizes, yells, bullies, humiliates, or belittles the child

Children can also exhibit risky behavior toward other children. Note risky behavior performed by other children, particularly during overnight field trips, camps or events with isolated areas and non-structured activities—where there is a greater risk of abuse because of the potential to be outside of the sight and hearing of caring adults.

Narrative: When a child or young person uses an electronic device with access to the Internet, they may be subjected to inappropriate materials, or even strangers without an invitation.

They can be victimized in a variety of ways, such as:

- Cyber bullying
- Or even, sexual exploitation
- Through social media
- Technology apps
- Or even, new internet "friends," who are not what they seem

Many of the electronic chat features between electronic devices allow for private, 1-on-1 messaging between individuals. In many cases, this private chats may have webcam or video capabilities, allowing one or both participants to hear or see each other in real time.

Interviewee: Because of the charm and seductive talents of molesters, young people should be warned that whenever they communicate with someone using technology, even if just chatting about homework within an Internet gaming site, they should never provide online users with personal or identifying information, such as hometown locations or school names. Even apart from conversation, an innocently-posted photo from school can provide identifying information in the background. In addition there is tracking information that's embedded in the metadata of the photo, such as the actual GPS location of where the photo was taken.

Interviewee: It's very easy for a child molester to slip into a child's life. All they have to do is show the child any attention, especially if the child feels like they're being neglected at home. The child molester picks up on that and say: "What kind of parent would do that? I just can't believe they wouldn't let you do this." And they become their friend. "Boy, if I was your parent, I'd let you do that."

Scenario: woman walks into work-room, where she finds a male adult and a female child. “I’m sorry, this is a staff only area,” she says.

Narrative: Another warning sign of child predators is that they don’t believe the rules apply to them. Watch for situations where an adult regularly ignores policy, or bends the rules with kids, such as letting them get away with things their parents wouldn’t approve of.

Some who work with children fear that their commitment for children will be mistaken for grooming. This is why it’s so important to know how to identify risky behaviors, and also to understand the difference between grooming and genuine care. You must also be conscious of your own interactions with children and how you are appearing to others. Are you overly physical with children? Do you criticize them excessively? Are you teaching them to tolerate certain forms of physical touch? Your behavior may condition them to accept behavior from you that they would resist from another. Groomers will take advantage of these actions. Instead, you can take assessment of your actions by following the PAN rule. Ensure that all behavior with children is:

- Public
- Appropriate, and
- Non-sexual

Step Two:

Control Access.

Controlling access to children requires us to set up and follow a screening process before the individual begins the position. We do not rely on “looks” or appearance. Child predators can come from all backgrounds. Instead, we screen everyone.

- Require a written application process
- Complete face-to-face interviews
- Require criminal background checks
- Check references
- Require safe environment training

No one is entitled to work with, or care for children. We only entrust our children to proven protectors of their safety. Plus, we willingly participate in these activities ourselves because we’re committed to building a wall of protection around children.

Step Three:

Monitor All Programs

Monitoring programs includes managing the physical environment and creating a sense of transparency in all locations, whether they are on-site or off, such as a field trip.

Monitor All Programs

- Adults must ensure compliance with updated policies involving the monitoring of activities

- Adults need to know where children are at all times
- Only meet with children in areas where other adults can see what is occurring
- Identify and monitor secluded areas
- Create a sense of transparency regardless of the physical environment
- Ensure proper supervision with adequate adult/child ratios
- Older children should never be in charge of younger children without adult supervision
- Provide extra monitoring during free-time or non-structured activities—especially overnight trips or camps

Step Four:

Be Aware of Child and Youth Behavior

This step is two-fold in that we are more vigilant to the potential signs of abuse on behalf of children, and we also learn ways to communicate with them regarding that behavior.

Be Aware of Child and Youth Behavior

- Youth who are more isolated are more vulnerable
- Open and straightforward conversations reduce the likelihood for victimization
- Encourage children to speak up if someone does something inappropriate to them
- Let children know they will be believed and will not be in trouble if they viewed inappropriate material or feel they did something wrong
- Stating clear expectations and observing the youth's behavior is key
- Open communication regarding technology-related activities is also important
- Pay particular attention to new relationships between adults and children that seem inappropriate, in addition to those between more vulnerable children and older, more assertive youth.

Symptoms of emotional abuse:

- When children exhibit fear
- Intense dislike or detachment toward someone in their lives
- If they are extremely withdrawn or anxious about “misstepping” and doing something wrong

Symptoms of physical abuse:

- When children are constantly absent from activities
- Shy away from physical contact
- Act distrustful toward others
- Are fearful of going home
- Frequently have unexplained injuries and wear clothing to potentially cover bruises

Symptoms of neglect:

- When children do not have proper clothing for the climate
- Are consistently unkempt with poor hygiene
- Are frequently unsupervised

- Are without payment for activities
- Constantly without food

Symptoms of sexual abuse:

- Excessive bathing
- Withdrawal and isolation from others
- Use of sexually explicit language
- Acting out sexual behaviors
- Changes in schoolwork or habits
- Bed-wetting, soiling undergarments, other types of regressive behaviors, etc.
- Substance abuse
- Self-inflicted abuse

Although the existence of any of these behavioral signs does not necessarily mean that a child is being or has been maltreated, they may be indicators that something is not right or is “off,” especially if there is a sudden behavioral change.

Interviewee: it’s bad enough being molested, but then having to tell somebody about it? No, I just thought it would be better to keep it to myself and not tell anyone. Plus, I really didn’t have anyone to tell. I was afraid I would get in trouble. I couldn’t tell my mom, because I was afraid she would be mad at me.

Interviewee: many children will deny having been abused, or will even recant after telling. They’re afraid of being blamed. They’re afraid of being contradicted by a more influential person. They’re afraid of what their parents, family, or friends may say. The molester may have even convinced them that they were at fault. But patient, non-judgmental listening will often allow the story to come out.

Narration: Children don’t always say exactly what they mean. Sometime body language or the way they say something is more important than the words they use.

Let the children in your care know:

- They can tell you anything
- They won’t get into trouble for coming to you with a safety issue
- That you’re on their side and will help them handle any situation

Step Five:

Communicate Your Concerns

When an adult has a reasonable suspicion that a child is being, or has been abused, it is the moral—and possibly legal—responsibility of that person to report the suspicions to civil authorities.

Interviewee:

All states have laws that require people who work with children to report suspected child abuse. Many require everyone to report—not just confirmed cases, but even if they have a suspicion. Some people find that hard because they're afraid they'll be wrong or that they might alienate someone. But such courageous reports have rescued many victimized kids from terrible torment. You can even make reports anonymously, and if you make the reports in good faith, you can't get into trouble.

Narration: You can find the number for the child abuse hotline via an internet search or a phone directory. If you are aware that a child is in danger of abuse at that moment, call 911.

Children disclose in a variety of ways and don't always say what they mean.

- Their body language may be at odds with their words
- They say it's happening to a "friend"
- They may create what seems to be a story, using "test balloons" to gauge the adult's reaction.

A calm response from adults is essential

- Provide a safe place for the child to speak without being overheard by other youth
- Listen
- Do not overreact
- Avoid displays of shock or disgust
- Be supportive

What should caring adults say during a disclosure?

- Let the child know they did the right thing by telling you what happened
- Do not punish/scold them
- Do not promise confidentiality; inform them that you'll need to tell someone who can help (and limit your sharing to people who need to know)
- Be truthful, remind them of their bravery in speaking up
- Limit questions: only what you need to make an informed report (don't try to be their therapist)

Three responses, upon listening to a child's disclosure and suspecting abuse

1. Make sure the child is safe and secure
2. Stop the perpetrator from abusing this or any other child by communicating the information to the proper reporting authority
3. Assist the child and family with professional services and the support needed to repair the harm and assist with healing

Another trigger for reporting suspected maltreatment comes when a third party tells you about the abuse. If that person is unwilling to make the report—for whatever reason—you must make the call.

Even if a child is molested by another child, swift and decisive action is necessary. The first phone call in any abuse situation is to the civil (police and/or child protective services) authorities to report the abuse. This will help provide guidance for how to proceed in dealing with the situation. The next step is notifying parents about what is going on, listening to them, and telling them what authorities are now going to be doing in order to deal with the complaint.

Risky behavior vs. actual suspicion

- When behavior isn't abusive, but does raise concerns: you can call attention to the inappropriateness of the action by communicating directly with the individual and then a supervisor. Or, simply speak directly with the supervisor.
- However, for a suspicion of abuse based on the behavior of the child or adult: report to the appropriate child protection authorities in your state.

We must be willing to trust our own instincts when we see something that just does not seem right. This is important even when we feel reluctant to communicate our concerns. Some adults cite these reasons for failing to communicate concerns:

- I don't want to cause upset or make waves.
- I'm afraid of the repercussions or retaliation.

However, the role of the caring adult is to report and communicate with the appropriate authorities. It is NOT to "wait and see" what else happens, personally investigate or find more proof. Investigating reports is the responsibility of the child protective services in your state.

When adults step in and communicate concerns to interrupt concerning or inappropriate interactions, children are relieved of that responsibility. In far too many cases of child maltreatment, adults have noticed concerns along the way but didn't say anything until it was too late.

Narration: Communicating our concerns is perhaps the most important of the five steps. We must find the courage to speak up. And we must speak up before it's too late. You never know if your courageous act of communicating with child protective authorities will help protect one person's life, or help protect dozens of lives.

We are grateful for people like you who have unselfishly volunteered your time, and have enthusiastically embraced the concepts of these programs. We are grateful for caring adults like you in our community, who are willing to work together to identify, prevent and help reduce abuse. You are an integral part of keeping children and young people safe. By working together, we can identify, prevent, and help to reduce the circumstances of abuse. It's up to us, regardless of our role in the community, to guide and protect the most vulnerable. Thank you for your willingness to serve and for everything you do to protect children.

.....
Testing/Knowledge Component
.....

1. As not all sexual abuse involves physical touch, what are other abusive, non-touching behaviors?

- A. This question is flawed. Sexual abuse only involves touching behaviors.
- B. Using sexually explicit language around children, voyeurism, forcing children to look at pornography and soliciting them through the Internet for sexual purposes.**
- C. None of the above.

Note: It is true that not all sexual abuse involves physical touch. Using sexually explicit language around children, voyeurism, forcing children to look at pornography and soliciting them through the Internet for sexual purposes are all examples of other abusive, non-touching behaviors.

2. Please fill in the blank. The following behaviors of using sexually explicit language around youth, isolating the youth from others who could observe signs of abuse or neglect, always wanting to be alone with a child, and giving gifts without permission are all examples of...

- A. Warning signs on behalf of adults denoting there is an inappropriate relationship between an adult and the child, and potentially abuse.**
- B. Actual, definitive signs that an adult is abusing a child.
- C. Appropriate behavior between an adult and a child.

Note: The following behaviors of using sexually explicit language around youth, isolating the youth from others who could observe signs of abuse or neglect, always wanting to be alone with a child, and giving gifts without permission are all examples of warning signs on behalf of adults denoting there is an inappropriate relationship between an adult and the child, and potentially abuse.

3. Is the following statement true or false? It's OK to allow children to supervise other, younger children, and be the primary caretakers of the younger children.

- A. True
- B. False**

Note: It is never OK to allow children to supervise other children; children should only oversee the activities of other children with an adult present.

4. Is the following statement true or false? Abuse impacts the body's ability to grow, develop and to heal itself.

- A. True**
- B. False

Note: It is true that abuse impacts the body's ability to grow, develop and to heal itself.

5. How is it possible for children to be victimized through the Internet?

- A. Through Cyberbullying
- B. Via sexual exploitation through social media
- C. Through technology apps and gaming sites

D. All of the above

Note: There are many ways for children to be victimized through the Internet, including through cyberbullying, via sexual exploitation through social media and through technology apps and gaming sites.

6. Is the following statement true or false? Even if we work together, we won't be able to prevent abuse before it happens.

- A. True
- B. False**

Note: In some cases, we know how offenders prey on youth and we can prevent the abuse before it starts. In other cases, we know some of the red flags that would cause us to intervene and stop the abuse from continuing.

7. Is the following statement true or false? If an adult is exhibiting multiple red flag behaviors regarding abuse, it definitely means that the person is an abuser.

- A. True
- B. False**

Note: If an adult is exhibiting any of these warning signs, it doesn't necessarily mean there's abuse. However, it's a red flag and must be addressed.

8. What are some appropriate questions to ask oneself regarding appropriate behavior?

- A. Am I overly physical with children? Am I teaching them to tolerate certain types of physical touch from others?
- B. Do I excessively criticize children? Am I teaching them to tolerate negative criticism or verbal language from others?
- C. Is my behavior within the acronym of "PAN" (public, appropriate and non-sexual?)

D. All of the above.

Note: Caring adults must always ask specific questions of themselves and their behaviors when in a trusted role with children. Some appropriate questions to consider include:

- Am I overly physical with children? Am I teaching them to tolerate certain types of physical touch from others?
- Do I excessively criticize children? Am I teaching them to tolerate negative criticism or verbal language from others?
- Is my behavior within the acronym of "PAN" (public, appropriate and non-sexual?)

9. Please finish the sentence: "When an adult shames a child, harms his/her self-worth, withholds love, and is constantly belittling and humiliating the child, then [.....]"

- A. That adult is doing nothing wrong. There is nothing that is considered to be child abuse about the situation, but the adult should still seek help with anger issues.
- B. These actions are considered to be child maltreatment, and specifically emotional abuse.**
- C. This would only be considered child maltreatment if the child is negatively affected.
- D. This situation would only be acceptable if the child did something bad to deserve the treatment.

Note: When an adult shames a child, harms his/her self-worth, withholds love and is constantly belittling and humiliating the child, then these actions are considered to be child maltreatment, and specifically emotional abuse.

10. Is the following statement true or false? Most abusers who sexually abuse children are not known and trusted by the children they molest.

- A. True
- B. False**

Note: It is true that most child abusers are known and trusted by the children they molest. Only 11% of child sexual abuse is committed by strangers.

11. Is the following statement true or false? The effects of child abuse can be immediate and may last for many years.

- A. True**
- B. False

Note: It is true that the effects of child abuse can be immediate and may last for many years.

12. What is the type of abuse that occurs most frequently?

- A. Physical
- B. Emotional
- C. Neglect**
- D. Sexual

Note: Neglect is the type of abuse that occurs most frequently.

13. When children come to school hungry or without money for food, when they wear improper clothing for the weather, do not appear to be bathed and appear underweight, what type of abuse could this be most representative of?

- A. Physical
- B. Psychological
- C. Neglect**
- D. Sexual

Note: When children come to school hungry or without money for food, when they wear improper clothing for the weather, do not appear to be bathed and appear underweight, it is possible that they are experiencing neglect.

14. Which of the following statements is accurate?

- A. All types of child maltreatment cause long-term consequences.
- B. There is a direct link between adverse traumatic childhood experiences and long-term health issues.
- C. Preventing child maltreatment is an important responsibility for all caring adults.
- D. All of the above.**

Note: It is true that all types of child maltreatment cause long term consequences, that there is a direct link between adverse traumatic childhood experiences and long-term health issues, and that preventing child maltreatment is an important responsibility for all caring adults.

15. Please fill in the blank: The PAN acronym is helpful to ensure proper behavior on behalf of caring adults. It stands for behavior that should be _____, _____, and _____.

- A. Public, Appropriate and Non-sexual
- B. Pesky, Awkward and No-go
- C. Proper, Acceptable and Nit-picky
- D. Private, Accidental and Noisy

Note: The PAN acronym is helpful to ensure proper behavior on behalf of caring adults. It stands for behavior that should be Public, Appropriate and Non-sexual.

16. Please review the following case study: Julie is childhood friends with Jennifer. They're both in their thirties, and they went to the same middle school and high school together when they were younger. Jennifer was emotionally abused by one of her parents throughout her childhood. She still goes to a therapist and seems to be somewhat depressed over what happened in the past. In a recent conversation, Jennifer brought up something her therapist mentioned and Julie became irritated. Julie rolled her eyes and said in an exasperated voice, "Can't you just get over it already? It's been years since then! Your parents were so nice to me, I don't even know how they could have done the things that you said they did.

Besides, it's not like they hit you or anything! You're such a buzzkill with all this talk about it! Can't we let whatever happened in the past, stay in the past and talk about something more upbeat?" What myths does Julie need dispelling to better understand about abuse situations and how to help her friend?

- A. The myth that says some types of abuse don't cause harm to children.
- B. The myth that says seemingly nice people in public can't also be abusers in private.
- C. The myth that says the effects of abuse are always immediate.
- D. All of the above.

Note: As illustrated by the scenario, every type of abuse causes harm to children. In some cases, that harm is visible, but in many cases, it is not. Just because an adult seems kind or nice does not mean that they're incapable of abuse. Lastly, the effects of abuse can be immediate, or may last for many years. There are also other important myths that are important to recognize, and you may even have your own. Other myths are that strangers perform the majority of abuse toward children, and that children lie about abuse. However, the vast majority of child abusers are known by the child they abuse.

17. What best describes the grooming process?

- A. A process molesters use to gain access to children that begins gradually and becomes more aggressive and explicit over time
- B. A process that builds trust between children, their families and the molesters
- C. A process that includes manipulating the child, the family and the community
- D. All of the above

Note: The grooming process is one that molesters use to gain access to children that begins gradually and becomes more aggressive and explicit over time. It builds trust between children, their families and the molesters and manipulates the child, the family and the community.

18. Is the following statement true or false? We should always rely on "looks" or appearance when screening individuals to be volunteers or employees with children.

- A. True
- B. False**

Note: Abusers come from all income, racial, religious, cultural and other demographic groups. They don't have a particular appearance or "look" that distinguishes them from others. We do not rely on "looks" or appearance, and we screen everyone.

19. Please fill in the blank. The following procedures of requiring an application process, face-to-face interviews, criminal background checks, reference checks and safe environment training are all _____?

- A. Control access procedures that set up a screening process before the individual begins the work or volunteer position.
- B. Ways to make innocent adults' lives more difficult that don't really make a difference in the protection of children.
- C. Examples of monitoring programs
- D. All of the above

Note: The following procedures of requiring an application process, face-to-face interviews, criminal background checks, reference checks and safe environment training are all control access procedures that set up a screening process before the individual begins the work or volunteer position.

20. George, a respected member of the school board, hears that an investigation is being conducted based on allegations that his close friend, Bob, has sexually abused a teen in one of the classes Bob teaches. Prior to the alleged abuse, Bob consistently offered to drive the child home after class, with the permission of the parent but without anyone else in the car. Bob also was often considered to be the "fun teacher" because he would let the rules slide during his classes by allowing children to use language that their parents would not allow. Even though George knows that Bob has poor boundaries with the students, he still cannot believe that his good married friend could do something as horrible as abusing a child. Deciding to help clear Bob's name, George obtains the name of the alleged victim and calls the parents of other students and other board members to discuss the allegation. George then provides his opinion that the child's family must be "crazy" and that the family must "have it in" for Bob since there is no way, in his opinion, that Bob could have abused the child. George's conduct:

- A. Is inappropriate and could negatively affect the alleged victim, the alleged perpetrator, the school and the community.**
- B. Is inappropriate and indicates that he is a sexual predator.
- C. Is appropriate and indicates he has received education about child sexual abuse.
- D. None of the above.

Note: George's actions are inappropriate but do not indicate he is a sexual predator. It is common for people to have a challenging time accepting that someone they know and trust could be hurting a child. However, this common reaction of disbelief does not excuse George's actions. Additionally, it is important to note that some sexual predators are among those who express outrage that adults would sexually molest children. George's actions more likely indicate he has not received education about child sexual abuse. His conduct could negatively affect

21. Sherri is new to the office. She has just completed her training as a teacher and wants to help with the youth and children's programs at the school. She is aware of stories in the past few years about sexual abuse in the school and wants to be sure to create a safe environment for all the children and for adults as well. After attending the safe environment program, she realizes that she needs to monitor her own behavior and have a healthy suspicion of others' behavior, too. How can she know whether another adult's behavior is safe and appropriate?

A. Trust that if background checks have been conducted on all of the adults at a location, then they are all automatically safe to be around children and do not need additional supervision.

B. Keep a watchful eye on the adult's interactions with children from time to time to ensure the adult's behavior continues to be safe and appropriate.

C. Talk to children about how they feel when the adult is around.

D. Once someone has demonstrated operating safely around youth, another caring adult can rest assured knowing that the person will continue to employ practices to keep children safe.

Note: It is important to maintain a healthy suspicion of all adults who interact with children no matter how they have demonstrated safety and reliability in the past. One should never become complacent about adults' interactions with children, even if a background check has been conducted and cleared. A background check is an important piece of controlling access to locations, but will not protect against an abuser who has never been caught. It is also crucial to listen to children and to trust their instincts when they feel uncomfortable around an adult. Keep in mind that one of the ways predators groom children is to establish trust so that the youth will feel comfortable in the presence of the predator. Also, if someone exhibited safe behavior in the past, this is not a guarantee that the person will behave safely in the future. Recall that 89 percent of abusers are known and trusted by the victims, and often are trusted adults in the community as a part of the grooming process.

22. Mike is 10 years old. He confides to his mother that his Uncle Jacob has been sexually abusing him for a year. Jacob is a prominent member of the community. Mike's mother brings Mike to see a family friend and the friend asks Mike to explain what happened. After he explains, the friend said, "You know, Mike, I'm surprised you would make up such a story about your uncle. He is a good man with an excellent reputation. I cannot believe he would do something like this. Are you making this up just to get attention? Kids do that sometimes." Mike left with his mother, feeling rejected, alone and ashamed. The family friend:

A. Responded appropriately, because children have vivid imaginations, and a false accusation can destroy Jacob's reputation.

B. Responded inappropriately, because children rarely report sexual abuse, and when they do, they rarely lie about it.

C. Responded appropriately, because Jacob is an upstanding and trusted member of the parish.

Note: Although children do have vivid imaginations and false accusations are devastating to those falsely accused, adults should never downplay allegations of child sexual abuse as a product of the imagination. Child sexual abusers come from all socio-economic backgrounds, so knowing that Jacob is considered to be an upstanding and trusted member of the community would not necessarily preclude him from being an abuser. The most common sexual abuser is someone that the child knows and trusts. Children rarely report sexual abuse, and when they do, they rarely lie about it.

23. Susie, an eighth grader, is an excellent student with a sunny, outgoing personality. Susie has been playing soccer in the intramural community league for several years. The team is lucky enough to have a world-renowned soccer coach who travels over from the neighboring city just to help out. Recently, Ms. Linda, the parent of a fellow soccer player, began noticing that Susie has become withdrawn, quiet and sluggish during soccer practice. In addition, Ms. Linda's daughter told her mother that the other members of the team complain because Susie receives special treatment from the coach, and that he always seems to have his arm around her during their team huddles, and sometimes even gives her neck massages. The other team members are also annoyed with Susie because she takes such lengthy showers after every practice and does not talk to them anymore or participate in fun after-practice activities like she used to. Once, Ms. Linda arrived early to a practice and saw Susie crying as she emerged from the locker room with the coach, right after their private lesson. When Ms. Linda approached Susie, Susie refused to talk about why she was upset and let out a string of cuss words telling Ms. Linda to leave her alone. Since Ms. Linda has received safe-environment training, she is beginning to suspect that Susie is being sexually abused by the coach during that one-on-one lesson time, but does not have any proof. What should Ms. Linda do to communicate her suspicions based on Susie's behavior?

- A. Ask other parents if they have noticed anything concerning in the coach's behavior, then confront the coach and let him know of her concern that he is portraying risky behavior.
- B. First call the state's child protection office to communicate her suspicions that Susie is being sexually abused by the coach, then speak to the coach to let him know that he has been reported.
- C. First call the state's child protection office and communicate her suspicions that Susie is being sexually abused by the coach, then communicate with the director of the intramural community league.
- D. Do not do anything since Ms. Linda does not have any significant evidence; instead, Ms. Linda should wait to see if she can obtain any evidence or proof that Susie is being abused, then report.

Note: Excessive bathing and abrupt behavioral changes for no apparent reason are behavioral indicators of possible sexual abuse. So are dark, recurrent nightmares, altered sleeping habits, withdrawal and isolation from others and the use of sexually explicit language or acting out in a sexual manner. It is not Ms. Linda's responsibility to investigate or find proof that Susie is being abused instead, it is her responsibility to report known or suspected abuse. Investigating cases is the obligation of the state's child protection office. Confronting the coach and communicating that Ms. Linda has concerns would be appropriate if the coach were merely portraying inappropriate behavior, but there seem to be more concerning issues here. It is correct that since Ms. Linda has a suspicion that Susie is being abused, she has a legal and moral obligation to communicate this

information to the state's child protection office. However, she does not have any obligation to communicate with the coach to let him know of the report. Instead, she should first communicate with the state's child protection office and then communicate with the director of the intramural community league.

24. The new biology teacher is an avid deep-sea fisherman. During the summer, he fishes and snorkels while vacationing at a beach house. Billy is one of the teacher's best biology students and dreams of becoming an oceanographer. The teacher knows Billy would benefit from a fishing and snorkeling trip to the ocean. Because the teacher is friends with Billy's father, the teacher invites Billy to spend a week at the beach house. When the teacher tells Billy about the trip, Billy is thrilled.

When the teacher calls Billy's father to invite Billy on the trip, what should Billy's father do?

A. Give Billy permission to go. The biology teacher seems like a great guy and this is a great educational opportunity for Billy. What could go wrong?

B. Thank the teacher but deny Billy permission to go without a parent present. Billy's father should also call the school administration to address potential boundary violations. Keep in mind that sometimes adults without good intentions try to gain access to a child by arranging to spend time alone with them. Even when the person has good intentions, this type of behavior fails to maintain appropriate boundaries intended keep children safe.

C. Clearly this is a child abuse situation. Call the state's child protective services to report a child abuse allegation toward the teacher for inviting Billy to be alone at the beach unsupervised with him.

D. Ignore his uneasy feelings and give Billy permission to go. After all, Billy really wants to go and he can take care of

Note: Even though it could be an educational opportunity, parents should not allow children to take unsupervised trips with unrelated adults. It may be necessary to call or write the school administration to communicate concerns or uneasy feelings. In addition, it would also be appropriate to speak directly with the adult who is exhibiting risky behavior about the inappropriateness of his invitation to a child. Parents should also say "no" to invitations that raise concerns for them. Protecting children from risky situations is the first priority, even if children become upset with safety measures. Ultimately, a parent educated about child sexual abuse should not ignore uneasy feelings about a child being alone with any adult. The decision to keep Billy home avoids both an opportunity for misconduct and the appearance of impropriety, thereby protecting Billy, the teacher, and the teacher's reputation. Even if Billy's father truly believes the teacher would never act inappropriately toward his son, Billy's father is wise enough to avoid placing Billy in a potentially harmful situation.

25. Kim has volunteered teaching art classes with the kids at the local community center for more than 10 years. She makes it a point to know their parents and has become close friends with Chelsea's, who also happen to be volunteers. At the end of class one day, instead of running to get her belongings and leaving class like the other children, Chelsea stays near Kim's desk until the other children have left. Up close, Kim can tell that Chelsea has dark circles under her eyes and looks exhausted, and even a little gaunt. Kim asks Chelsea what is wrong and Chelsea bursts into tears. "I don't want to go home," she says. "Please don't make me." Chelsea then tells Kim that her

aunt, who also volunteers there, is visiting her house this week while her parents are on vacation and that she "hates" her. When asked why, Chelsea lifts her sleeve and shows Kim the upper "fleshy" area of her arm that has a vivid bruise on it, and says when her aunt becomes upset she "isn't very nice" and sends Chelsea to bed without anything to eat. And, won't give her money for breakfast or lunch at school either. Based on what Chelsea has said, Kim is thinking that Chelsea might be physically abused and also neglected by her caretaker aunt. Chelsea begs Kim not to tell anyone else and asks her to keep it a secret, and just wants her mom and dad to come home.

What is the most important first step for Kim to take after calmly listening to Chelsea?

- A. Since Kim is a trustworthy person, she must honor Chelsea's request to not tell anyone. Instead, she should call Chelsea's parents, who are Kim's close friends, and make Chelsea tell them so they can be the ones to make a decision as to what to do.
- B. Ask Chelsea very detailed questions to ensure that Kim's suspicions really are correct, then ask a colleague if she shares the same concerns.
- C. Send Chelsea home, telling her to be on her best behavior in order not to anger her aunt-and to just tell her aunt to be nicer. Then, wait and see if Chelsea communicates about anything else or has other bruises, especially since it's best not to report unless there's overwhelming evidence that something is going on.
- D. Report the suspicions to her state's child protection agency, then notify her supervisor.**

Note: Most likely, Chelsea told Kim about the abuse because she is uncomfortable disclosing the information about her aunt to her parents. Plus, she may not have access to her parents at the moment since they are out of town.

While informing Kim's supervisor is appropriate in this situation, it is not the most important step as Chelsea has disclosed possible physical abuse and neglect. Kim must take action to prevent further abuse. Sending Chelsea home to confront her possible abuser to handle the situation on her own is not appropriate, nor is asking a lot of questions about what has occurred. Kim is suspicious that Chelsea is being abused, which is even more pressing since Chelsea has actually disclosed abuse. As a caring adult, Kim may not promise confidentiality, and has a duty to talk to specific people in order to protect Chelsea as soon as possible. Kim must limit whom she communicates to, and her first duty is to inform her state's child protection agency and then inform her supervisor.